

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXI.

For the Week Ending November 24.

No. 19

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Joyfulness in Education.



WHEN Jesus began his mission his first recorded words discussed the means of obtaining happiness—the aim and object of human life. He addressed himself at once to the problem of human happiness, and declared that its solution lay in purity, peace-making, mercifulness, seeking for righteousness, low-mindedness, and devotion to principle. It is worth bearing steadily in mind that he began His remarkable sayings, in effect, by declaring, “I will show you the way to happiness.”

And now, nearly two thousand years from the period of those marvelous utterances, the question may well be asked whether the solution proposed, having been accepted by countless millions, is the effective one? We do know that every day finds more believers in his doctrine, more who seek to reach blessedness by the means he proposes.

Has this any bearing on the school-room procedure? Is not the first thought that must rise in the teacher's mind as he surveys the group of children he is to teach, “I must aim to show them how to be happy”? And even one who does not aim at this distinctive goal will furnish them the means of making their lives more tolerable; but one who takes the position of Jesus, and puts in the very forefront happiness, blessedness, joyfulness, will work results that are lasting and great.

Happiness as an Aim.

In educational theory the principle of happiness has been propounded again and again and rejected each time for reasons of varying degrees of validity. Some there were who objected that the meaning of happiness is too uncertain. Others, having in mind a peculiar conception, feared that the pursuit of happiness might degrade mankind. A third class argued that happiness should be regarded as a reward for consistent adherence to the principle of self-perfection, but that it ought not to be made an end; that sturdiness of character should be labored for even tho it might mean sacrifice of happiness. These and other objections fail to grasp the fundamental meaning of happiness, the meaning that Jesus strove to instill in the soul of mankind. It was the text of his Sermon on the Mount, it was the aim to which he pointed when he said “Seek ye first the kingdom of God.” It was the principle he pointed out to educators when he took up the little children in his arms. It was the new life into which he wished to lead the rich youth when he asked him to sell all his possessions and give to the poor. Peace, character, good-will toward men and whatsoever thing is lovely, that is included in true happiness.

Those who look upon the gratification of the senses, of animal desires, and of selfish ambitions as happiness have only themselves to reprove for their shortsightedness. The wise preacher rightly called things vanity and vexation of spirit. Educational theory must go beyond the narrow bounds of perfecting the individual; it must occupy itself with the social individual and the uplifting of society. And upon this broader, grander plane the sun of happiness will shine.

The Problem.

How to make young people happy—this is truly the problem before the world. And when all the efforts of legislation have failed mankind will fall back on the Sermon on the Mount. Happiness, rational happiness, must be the prominent, the main question in educating human beings; it must be the foremost consideration in the school-room. True pedagogy makes this the great question. What would the kindergarten be without its efforts for the happiness of the children?

Men are forced back to the utterances of Jesus as the solution of the perplexing problems that beset them. It is wonderful. He passed by temporary solutions and built on a solid rock. His words will endure. And the teacher who gathers his pupils about him must present the same eternal truths. Learning the words will not do it. Teachers must be trained to exemplify them by those whose deepest desire is to lift up mankind to heights of joy, of happiness. Jesus produced his marvelous effects not by projecting cold truth upon the world, but by entering into the heart needs of the human race.

This is the mystery of Christmas; this is its message to the teacher; sacrifice of self that others may walk more securely, wisely, and happily; by a clear vision discerning the path and inviting with accents of love to walk therein.

The Greatest Thing.

Sympathy, Richter says, is the heaven under which everything thrives, poison excepted. And it is the sympathy as exemplified in the mother heart which is the prime essential in the qualifications of the educator. Children hunger for this sympathy. All that is good in them reaches out for nourishment from this source. It made Pestalozzi the great educator that he was, tho he was deficient in scholarship as well as in teaching ability. No tie binds youthful hearts so securely to all that is good and beautiful and right, as sympathy, in its various manifestations of interest, devotion, helpfulness, and a desire for ever-greater perfection.

THE SCHOOL JOURNAL acknowledges its indebtedness to the courtesy of *The Land of Sunshine* for the illustrations with the article on “Ambidextrous Drawing,” pages 510-511.

A Typical New England Teacher.

By JANE A. STEWART, Boston.

The life of Mrs. Mary A. Livermore in all its varied phases is full of that inspirational power that flows from years well spent. Her span of life extends over eighty years. She has been concerned with the forward movements of the century. But in no part is her life record of greater interest than in her work as a teacher in which she developed the sterling traits and laid the substratum for her later participation in the world's work.

The spirit of enterprise seems to have dominated Mrs. Livermore in early youth. She was largely endowed with initiative and a strong sense of responsibility. The desire for independence and to be a help, not a hindrance, to her parents, (who tho not poor, were not largely blessed with means) appears to have been inherent and almost irrepressible. Moreover, Mrs. Livermore seems to have displayed in girlhood a very considerable degree of executive ability.

These qualities, in addition to high intellectual gifts and great force of character, conspired to constitute her a most successful exponent of women's latent abilities as educators, at a time when this field was just opening to their long pent-up powers.

The First Vacation School.

There is much of inspiration and suggestion to the teacher in the teaching record of Mrs. Livermore. The beginnings of her career were significant and interesting. Original and fertile in resource, her independent and forceful spirit led her, when she was only thirteen years of age, into an educational enterprise in the planning and establishing of a vacation school into which she gathered some forty little children who were to pay nine pence or twelve and a half cents a week for care and instruction. The interesting part of this project was that it was entirely floated and set afoot without consultation with her parents, the active young girl expecting to be able quietly to conduct her establishment and surprise her home people with the financial results.

A schoolmate who had been taken into partnership taught the little flock, boys included, to sing, sew, knit, and work samplers,—accomplishments in which the head of the school was lamentably deficient. She reserved for herself the mental training of the little ones. And it was when busily engaged in teaching the alphabet to a class of four-year-olds that her mother, whose maternal insight led her to suspect that something unusual was going on, walked into the little school-house unannounced, removed her bonnet, and prepared to spend the morning. Much to the delight of the youthful school teacher, the parental sanction was not withheld. The mother, in fact, was highly pleased with the child's practical energy and warmly praised the enterprise. Concerning this first school, Mrs. Livermore declares, in her biography, "I was supremely happy in the vacation school. My motherly nature had full play; I was free and under no espionage and was 'doing something,' which always uplifted me out of the gloom into sunshine. And after my mother had won my father over, so that he thought well of my experiment, I resolved to make teaching my life-work."

Mrs. Livermore was fortunate in the fact that her father had full recognition of her ability; and that he was a scholarly, liberal, and broad-minded man who saw no reason why his daughter should not be expected to exercise such faculties as she was endowed with, in the way best suited to her and most helpful to the community, regardless of public prejudice. Every difficulty in the way of her proper education was removed by his resoluteness.

Teaching in Boston.

Upon leaving the grammar school—the acme of a girl's educational opportunity at that time—he provided private tutorship in Latin. Her natural zeal, eagerness, and absorption in study cleared the way for higher attainments. She not only made the four years' course in two years, at the Baptist Female seminary of Charlestown, Boston, but was at the same time a "pupil assistant," teaching arithmetic, English grammar, history, geography, English composition, and penmanship in the junior department of the school. Her energy, ability, and industry were rewarded on the day of graduation by her election to the board of instruction as teacher of Latin and French, thus beginning her life of public activity and usefulness.

At the time when Mrs. Livermore (then Miss Mary Rice) made her advent in the ranks of women educators there were no normal schools to train them for their work. True, women had been officiating in this, the first profession to utilize their services, since 1789, when they began to teach in country districts in the summer months where the schools were small and mainly confined to girls. The wages were much below those paid to men, even for summer schools, while winter schools, attended by boys, were considered quite beyond the capacity of women. As late as 1840, when Mrs. Livermore was

twenty years of age, one dollar a week, with "boarding around," was accounted good wages for a woman."

The change of opinion has been slow but decided, until now, in some states, four-fifths of the teachers are women, while for the whole of the United States they constitute more than half the entire number. The highest grades of professional educational work are managed by women who hold professorships in colleges and universities, representing every phase of scholarship, from ancient languages to modern science, and from literature to engineering.

Lack of Facilities.

At that time, however, there were no teachers' institutes, no educational journals, no graded schools; the text-books were poorly adapted to their uses, and little was done with the blackboard. If a teacher had a natural aptitude for teaching he would in some way succeed in doing good work. He would so thoroly master the subjects he was to teach as to supersede the text-book and dispense with it—would be ingenious in devising ways of quickening his pupils and holding their attention—could keep in constant touch with them, and put much of himself into them—and in this way many a teacher of the olden time did better than he ever knew.

Life as a Governess.

Mrs. Livermore's work seems to have partaken largely of this quality. Her appointment at the Charlestown school was succeeded by a unique experience of three years as a governess and private teacher in the family of a Virginia plantation owner, from which she returned a staunch Abolitionist. Her fine equipment as a teacher, her sturdy resolution and strength of character, her keen insight and sympathy are seen in the way in which she conducted this select school of half-a-dozen lively, un-



trained children of indulgent Southern parents, insisting upon regularity not only in her pupils' habits of study, but also in their daily *regime* of eating, sleeping, and exercise. In her conscientiousness, she looked not only after the intellectual progress, but also after their physical, moral, and spiritual welfare. All her hours were given to her work with the unrestricted enthusiasm of a zealous teacher, with assiduous effort which so exhausted her vitality and consumed her time that she had little leisure left for the coveted study.

Mrs. Livermore did not remain long a teacher in the South. Her fourth and last teaching experience was in a New England preparatory school at Duxbury, Mass. We catch the spirit of her work and methods in her stipulation with the trustees that she should be free from interference in the conduct and management of this school, and in her plan of self-government for the pupils. It is safe to say that in New England at that time, there were few other well-regulated schools in which there were no punishments for offences and no rewards for well-doing. Each was expected to conform to the rules of the school as a matter of honor. The habit of study for love of the knowledge to be gained was deeply emphasized. Manners and etiquette were not omitted in this early edition of a co-educational secondary school.

Originality of method characterized Mrs. Livermore's work as a teacher. Discovering an unusual degree of musical talent among her pupils, she organized a little orchestra of violins, cellos, and other instruments. Every session of the school was opened with music, vocal and instrumental. The musical selections were announced

every Monday morning so that there was opportunity for study and practice. Object lessons were introduced and general exercises in arithmetic, spelling, and grammar, which were new to the curriculum then quickened the pupils to great alertness. The school readers were abolished and selections were used instead from new publications of the day, either in prose or poetry, which were of interest to the young.

Field excursions were a part of Mrs. Livermore's plans for the study of botany. A general astronomy class was formed which frequently adjourned to some adjacent high hill for practical observation of the heavens. It is interesting to note that the teacher was "at home" to her pupils on certain evenings of the week and at certain hours on Sundays for social calls or for the hearing of grievances or complaints. A small mail box placed in

the room for the communications between pupils or between pupils and teachers, was in charge of a postmaster appointed monthly. The influence of the school went beyond education to include amusement, for the teacher and pupils went on fishing excursions, and coasting and skating expeditions.

It was while thus successfully teaching at Duxbury that Mrs. Livermore met the Rev. Daniel P. Livermore, with whom, within the year, she united her life. Throughout all her private life as well as in her well-known public endeavors there have shone resplendently the disciplined and sterling qualities laid down in youth during the character-forming period of teaching.

The naming of a public school building for her in her home town of Melrose, Mass., a few years since, was a merited tribute to a typical New England teacher.



Painted by Courtois.

Mother and Child.

A Painter of Childhood.



EVERYBODY knows that children are incredibly difficult to draw and paint. The popular idea is that because they are so restless and energetic they will not pose properly and on that account the artists so frequently make poor work of their child portraits. This difficulty exists, but it is not the fundamental one; the camera and more particularly the artist's knowledge of the action and construction of the human figure will go far to obviate it. Even a well-trained painter will undoubtedly be obliged to work harder over the portrait of a child than of an adult, but given time and patience he will always get the external characteristics.

Where he is likely to fail is in the internal vital characteristics. Few of the very great artists have been able to interpret the winsomeness and drollery of childhood. The much admired drawings of babies by Leonardo da Vinci may be taken as a good example of the treatment of a thoroughly competent craftsman who needs children for his pictures, who makes intelligent studies of them from a distance, but who never comes within hailing distance of their inner life. His babies, wonderfully drawn as they are, are only human, not childlike.

Painters Compared.

A very few painters indeed have succeeded in producing pictures of child life which might fairly be regarded as of value to the student of children. Such a painter is Jean Geoffroy, who was the subject of an article in the SCHOOL JOURNAL for June 24, 1899, and such a painter is Boutet de Monvel.

The two men are often compared. Without going into an exhaustive discussion of their relative merits, one may truthfully say that Geoffroy is inclined to emphasize the serious, de Monvel the sportive side of childhood. If there is a tinge of sentimentality to be found in the work of either, you will probably notice it in Geoffroy. De Monvel draws children absolutely without affectation or adult consciousness. Geoffroy is like a schoolmaster who watches over his children with intense and yearning sympathy; de Monvel, like one who has never considered anything but the delight of companionship with individual children.

Training for His Life-Work.

Boutet de Monvel is well equipped for the task of interpreting childhood both on the technical and on the temperamental side. He was born at quaint, mediæval Orleans in 1850, the descendant of a long line of actors from whom he has inherited remarkable powers of mimicry and dramatic expression. The profession of a painter of historical scenes was what appealed to him in childhood and led him at twenty to go up to Paris to study under Cabanel. Hardly had he begun to draw in the great master's atelier when the Franco-Prussian war broke out. The fatherland was in danger. Every man and every grown up boy was called for. The art students of Paris enlisted almost *en masse*, and among them was Boutet de Monvel who lived thru the thrilling scenes of Sedan and the siege. With his intense patriotism he looks back upon those months as the saddest of his life. He often speaks of *nos malheurs*. After the war he entered Julian's art school—then a new venture in art education and not so well organized as it is to-day with its corps of distinguished artists and its hundreds of students. Something about the school did not please de Monvel who, concluding he wanted more color, joined a private class at the studio of Carolus Duran.

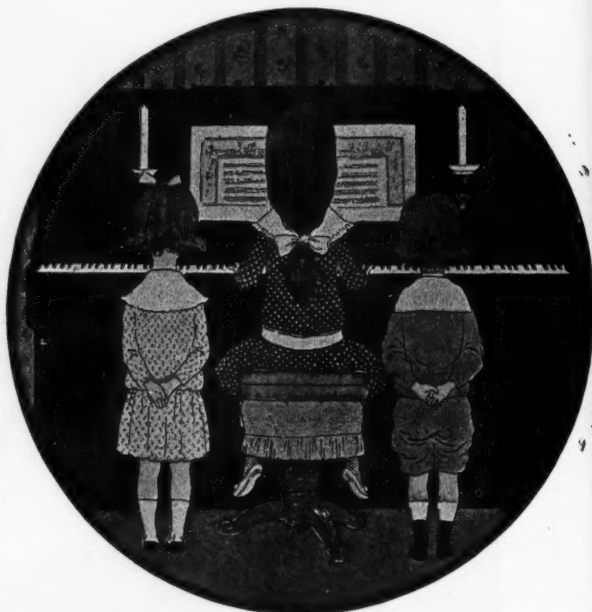
He learned instead of color a habit of working with very black shadows, a failing which he was years in overcoming. If you look at any of his later portraits you will see how tenderly grey they are in tone; yet time was when he delighted in very strong contrasts of black and white. In this respect he has followed the general

tendency of French art in the last thirty years; the violent black accentuations have been succeeded by the quiet, grey tone.

A Happy Accident.

De Monvel's concern with delineation of childhood was somewhat of an accident. He had designed to paint large historical canvasses. That is the proper thing for a young French artist with academic training to do. The area of these Salon compositions has gradually increased until in 1899 an artist who represented Alexander the Great charging on an elephant painted the animal life size. Boutet de Monvel's youthful ambition was to undertake such enormities.

Fate had something better in store for him. He married young and had to turn to work that would be immediately profitable. It looked for a time as if he must go thru bankruptcy, but finally in 1876 Delagrave, the Paris publisher, gave him a book to make pictures for. It was a child's history of France. De Monvel illustrated it so delightfully that he was given another, a collection of



Frontispiece of "Chansons de France pour les Petits Français."

St. Nicholas stories. He had to make special studies of children for these, and became so much interested that the work was a veritable pastime. His own children and his numerous nieces and nephews served as unconscious models.

The Artist's Creed.

All France went wild over his charming pen drawings. He had caught the true aspect of French children; his little ones were droll, not funny. Speaking of his own artistic creed of that time he says: "I learned then that there is an all-important element in which one must see in everything which one would reproduce, and that is what, for want of a more definite word, we call the soul, the spirit of the thing represented. A rude stick planted in the ground has a particular character of its own, and if we make of it a drawing which is commonplace, that is because we have failed to grasp its spirit. No other stick could have the character of this particular one, and this, which is true of the rude stick, is more and more applicable as we ascend the scale of creation. This is the lesson taught me by expressing much with the encircling line of the pen."

As A Revolutionist.

Most of de Monvel's work for years after his first success lay in the direction of illustration. He did not al-

together abandon his desire to paint history. An amusing incident in his life is concerned with his election to the French Water-Color Society, one of the most exclusive and aristocratic of Parisian art societies. In 1885 de Monvel painted his first grand picture called "Apotheosis" and representing a disorderly scene of French revolution days. In subject it was a bitter satire on Democracy; technically it was admirable. The Salon jury readily accepted it and gave it a good position, but the day before varnishing day the



was strongly opposed to the governmental direction of the fine arts, had elected M. de Monvel as a life member despite the fact that he had never painted in water colors in his life. Later, to justify his membership in such a society, he turned to water-color painting, and achieved great success in it.

Decorating a Church.

At present M. de Monvel is engaged upon a serious piece of decorative work which is occupying five years of his life. A memorial church was lately built at Domremy in honor of Jeanne d'Arc. It is a novel and beautiful piece of architecture, the base of its grey tower surrounded with a crown of gold. When the question came up of an artist to paint the decorations for the nave and aisles of the church no one was considered so fit for such a task as Boutet de Monvel, whose drawings of scenes in the life of the inspired maid were already the delight

director of the fine arts, who by law is supposed to pass on the exhibit before it is opened to the public, walked thru the galleries and saw "Apotheosis" in a place of honor. Such an outrage on the people! It would offend every true Democrat! It might even cause a revolution!

The picture was ordered down. It reappeared a few days later in the private exhibition of Mr. Georges Petit, an artist who sympathized with de Monvel's politics and painting. But the vengeance of the fine arts' director followed even here. He appeared at Petit's studio and threatened all manner of governmental displeasure if the picture was shown. M. Petit was for braving the storm, as there was no legal reason for his compliance, but de Monvel was unwilling his friend should in any way suffer on his account and removed the picture to his garret. Meantime the French Water-Color Society, which

of the children, the approbation of the artists. His friends say that this is giving de Monvel the opportunity to carry out the dream of his life, to paint historical compositions. It is certainly much better to paint them thus, for the adornment of the walls of a beautiful church rather than to let them hang a few weeks for the wonderment of the thousands of visitors to the Salon and then be forgotten. It is beyond cavil that Boutet de Monvel is the best man in France to portray the heroism of the great peasant girl. He has sympathy with his subject and a wonderful gift for depicting surging, swaying crowds.

M. de Monvel's studio is in the Latin quarter, a peaceful pleasant apartment, where the artist can, at his pleasure romp with his children, and with the favorite Irish setter which attends him everywhere.

The drawings of children accompanying this sketch

deserve careful attention. Notice how individual each child is. De Monvel seems always to be able to secure similarity among his people without repetition. Each one, however he may conform to a general type, is in



essential characteristics a personality; he is unlike any other. Two books of the great child painters are especially famous for their children in action: *Viellies Chansons et Rondes* and *Chansons de France*. The drawings



in these are very daintily colored. In their black and white form they have been reproduced or imitated in many American books and periodicals. They are admirable models for the young artist to study. Since their excellence is not dependent upon any tricks of technique but upon lively perception of character. De Monvel has observed children until he knows just what they will do under given circumstances. All the lines and dots he uses serve the one purpose of bringing out some characteristic act. If a child is cold, you will see the chin

drawn down into the collar, the shoulders hunched, the pockets raised as they follow the elevation of the hands, the legs spread a little as they shake with the chill.

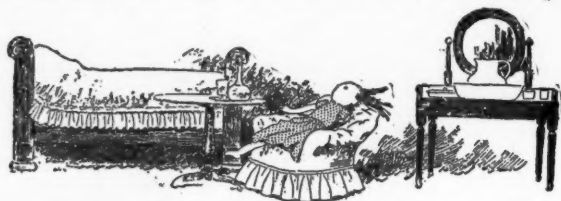
Success in Portraiture.

So charming are these sketches of Boutet de Monvel that people began to ask when they first appeared if he



would not undertake to paint portraits. He had never felt this to be his especial forte and took commissions with some reluctance. He succeeded far beyond his expectations. In his finished pictures of children he displayed the same good taste, the ability to render exquisitely the essentials and to eliminate unnecessary details that he has shown in his illustrations. He paints the accessories—chairs, draperies, cushions, and the like—in so masterful a manner that they are completely rendered, yet never obtrude.

It is especially profitable for teachers to familiarize themselves with the works of Boutet de Monvel, for his drawings have the value of child study documents. To associate intimately with his children is a privilege.



Educational Oklahoma.

By BLANCHE E. LITTLE.

Oklahoma, the young territorial giant of the new Southwest, is a greater marvel of human energy, enterprise, and prosperity than was even Dakota territory at the opening of the decade beginning with 1880. Oklahoma territory under its organic act was but ten years old last May. Most of the land now within its boundaries was thrown open to settlement in 1889, but lawful and legitimate progress was not made until 1890. The following comparative figures will indicate the growth.

	Area	Population
Oklahoma.....	39,030.....	450,000
North Dakota.....	70,795.....	300,000
South Dakota.....	77,050.....	350,000
Arizona.....	113,020.....	100,000
New Mexico.....	122,580.....	250,000
Indian Territory.....	31,400.....	350,000

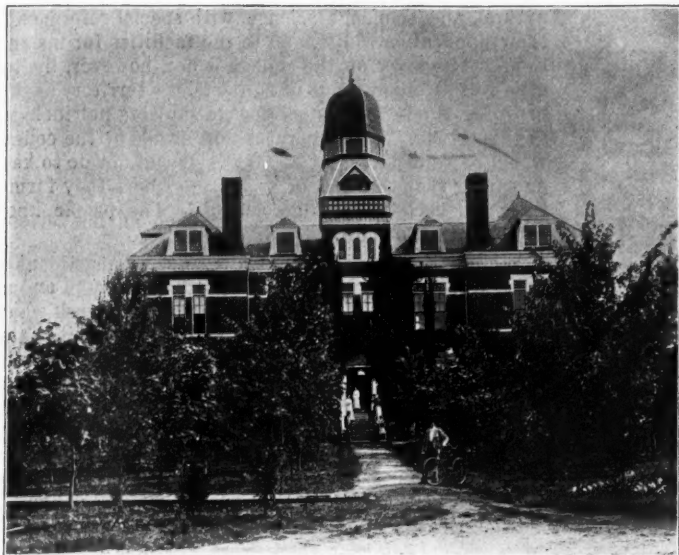
The Indian territory and Oklahoma territory lie side by side. Altho but a decade under process of settlement, their population exceeds that of both the Dakotas or both Arizona and New Mexico. Either has a greater population than Montana, which was organized as a territory in 1864 and admitted to the Union in 1889.

The public school system is excellent. Every child in Oklahoma is afforded full opportunity for securing an education at public expense, and over 102,000 attend

the public schools. Separate schools for negro children are maintained. In the first year of her existence as a territory Oklahoma had less than six per cent. of illiteracy among her people, which was a smaller percentage than that of thirty-five other states and territories. There are more illiterates in Massachusetts than in Oklahoma—two to one—and that count takes in Boston.

A wise forethought was that which preserved sections 16 and 36 of each township thruout the territory for school purposes. These sections of "school land" are leased to white settlers and the revenue from them makes quite an item. These lands added over \$122,000 to the school fund last year. The School Land Office Report shows \$189,496.34 gross receipts for all funds during the last year. This makes the largest showing in the history of the school land office and is evidence of the great amount of business done. The report is an excellent showing for the school "land system" as it exists in the territory.

In the cities and large towns nine months school is the usual term. In the country and more newly organized districts often the term is only five or at most seven months. The school buildings in the cities are of brick or stone and are as fine as can be found in countries



University of Oklahoma, Norman, Oklahoma.

with an older civilization. Thruout the country the log school-houses are giving place to neat one, two, and three roomed frame buildings, and many have the convenience of a good school bell in the little cupola on top. The names given some of the schools are original and sometimes suggestive: such as Sandy Land, Happy Valley, Lone Oak, Harmony, Waygoza, Hill Side, Sunny Side, Cottonwood, Fair View, and so on as some school director, the teacher, or children may have suggested.

There are about two thousand organized common school districts in the territory with a school-house and a teacher for each district, besides the graded schools in the cities and larger towns. Aside from its excellent system of public schools Oklahoma has two normal schools, a territorial university, an agricultural and mechanical college, and an agricultural and normal university for colored students and a deaf mute institute. S. N. Hopkins, territorial superintendent of public instruction and president of board of education for normal schools, is a firm believer in the normal school. He says: "The normal schools of our territory are vitally related to our public school interests. They are necessary aids in the preparation of our public school teachers for their work, not only in scholarship, but in all the qualities that make

tion before these higher schools were firmly established. During the administration of Governor Steele the first governor of Oklahoma, a move was made to establish a normal school at Edmond, the "University of Oklahoma," at Norman, and an Agricultural and Mechanical college. The bonds voted were not sufficient to carry out the enterprises. In the spring of '93 the contractor had the shell of the University building enclosed. It is said, "There were no windows and it was a good nest for the bats." The same condition of things existed at Edmond where the normal school building was incomplete. As for the Agricultural and Mechanical college—there was no building—it was being conducted in a church. The second legislature of the territory, that which met in 1893, had up for consideration the issuing of bonds for the completion of the university and the normal school, and for the building of the A. & M. college at Stillwater. Mr. F. H. Greer, editor of the *Guthrie State Capital* as a member of that legislature, championed the measure, supported by all the friends of education in that body.

After a fierce fight on both sides, the bonding proposition was passed. Under these bonds the university



S. W. Hopkins, territorial superintendent of public instruction in Oklahoma.



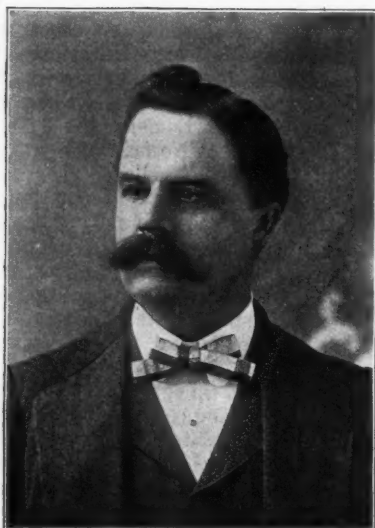
Pres. D. R. Boyd, of the University of Oklahoma.

good teachers. The normal school is the heart of public education. It is the recruiting agency for the army of teachers that work in our public schools."

"There was a long, hard fight by the friends of educa-

was revived. All sorts of charges were made against the board of regents of the university and the normal school and the A. and M. college, at Stillwater. These were the same kind of false charges as have been made against Governor Barnes and the present board of regents, against the said university and especially the new normal school at Alva. Investigation showed then, (as it has since with the Alva contract) that the board of regents were doing the very best they could without the means at hand, and in their courage and business judgment, and their desire to see these schools erected, the voting of bonds by the legislative assembly was the "second birth of the university"—and which never would have been completed without this bonding measure; and not to have been completed would have been an outrage upon the intelligence of Oklahoma, and to the people of Norman, who had carried out their contract by voting the \$10,000 bonds provided by the legislative enactment locating the University at Norman.

The university building is made of pressed brick, with white stone trimmings and contains twenty-one recitation and reception rooms and a large chapel. The library is nicely equipped with about 7,000 volumes and it is the intention to add each year from one to two thousand well selected books. The university library is now a depository for all United States government publications. The last enrollment at the university was in the neighborhood of 300. To residents of the territory tuition is free. The faculty is a fine one, such institutions as Harvard, Princeton, Ann Arbor, Johns



Pres. Jas. E. Ament, Northwestern Normal, Alva, Oklahoma.

Hopkins university, Wooster, Cumberland university and Leipzig, Germany, being represented. As President Boyd remarked, "We have put our money into men."

The university is a member of the National Association of State Universities and also a member of the Association of College and Secondary Schools of the North Central states. Its courses are accepted in all the institutions of its class in these states. As the quality of the work of the university is the best, it would seem that there is now no reason why any student should leave the territory to seek higher education. The diploma from the College of Arts, when endorsed by the territorial superintendent is a life certificate in Oklahoma.

The forces which led to the establishment of the Agricultural and Mechanical college at Stillwater, O. T., were set in motion during the Civil war. On July 2, 1862, an act of Congress, donating lands for agricultural colleges was approved by President Lincoln. This act apportioned to each state a quantity of land equal to thirty thousand acres for each senator and representative in Congress. It was provided that moneys derived from the sale of these lands should be permanently invested and the proceeds used and appropriated to the endowment, support, and maintenance of an agricultural college. While this college does not receive the benefits accruing from this act, this legislation resulted in a further endowment of colleges of this class by act of Congress approved in 1890. Under the provisions of this act, this territory now receives \$35,000 per annum. One-tenth of this amount goes to the colored A. & N. university, at Langston, O. T., and the balance to the A. & M. college.

These funds are "to be applied only to instruction in agriculture, the mechanic arts, the English language and the various branches of mathematical, physical,

natural, and economic science, with special reference to their application in life, and to the facilities for instruction." The work of the college is not, however, limited even to this broad range of subjects, the territory having provided funds for instruction in subjects not included in this article. The apparatus now owned by the college would be valued at least \$50,000. It will not do to keep on saying that this is only a "place where they farm a little and carry on a high school." The people know better than that now.

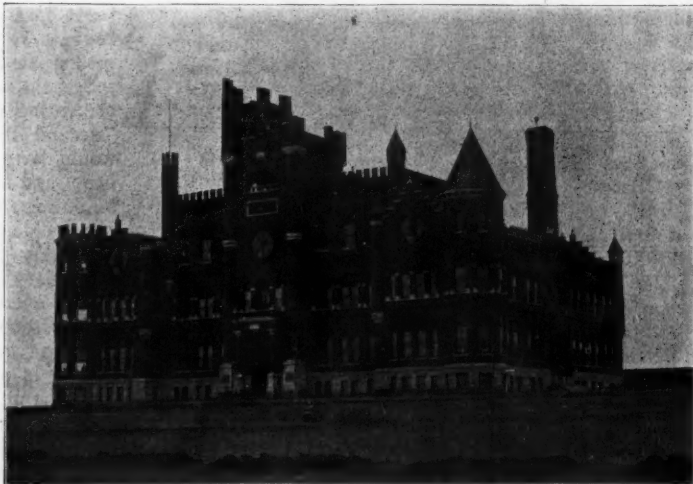
While it is true that the college has a department of agriculture and horticulture of which it is proud and an agricultural experiment station that is doing work which attracts attention all over the United States, it is also true that this is but a small part of the college. Farmers' sons and daughters may come here and learn much that will help them in their work on the farm. But the children of the doctor, lawyer, business man, will also find what they are looking for. A course in general science and literature, in chemistry, in botany, in biology, in mechanical and civil engineering, certainly affords a sufficient range of choice for any boy or girl who wants to work. Last year there were not only students in attendance from Oklahoma and Indian territory, but also from Kansas, Texas, Missouri, and even Illinois and Pennsylvania.

In 1897 there was established the Langston university for the purpose of giving the colored people of Oklahoma educational privileges similar to those enjoyed by the white people at their normal schools, their university, and their agricultural and mechanical college. There is a president and five assistants, all of whom are well-qualified to do the work for which they have been selected. The attendance has never yet exceeded 200—but the results obtained by the school have been very satisfactory to the board of regents.

At Guthrie, capital of Oklahoma, is situated the School for Deaf and Dumb. There are dormitories and a school building furnished with blackboards, charts, and books of the latest invention for deaf and dumb. The institution is certainly one of great merit, and is under most excellent management. There are fifty



Study Hall, Northwestern Normal.



Northwestern Normal, Alva, Oklahoma.

pupils in attendance. The principal teacher is one who has been employed for the last twenty-five years in schools of this kind. At Alva, Oklahoma, is situated the Northwestern Normal school. The building is handsome and commodious. It is constructed of the best and most durable material, and will remain for years to come an ornamental and useful memorial to the grand cause of a free education and the training of the young people who aspire to fit themselves as teachers for the common schools, and an enduring monument to the generosity and sound judgment of a people aspiring to build here a state based upon the broad principles of justice, good morals, and the free and liberal education of the people. It is said the best possible index to the intelligence and morals of a people are the school-houses they erect and the schools they support.

Pres. James E. Ament, who serves so efficiently at the head of this school, is spoken of as the youngest president of a state normal school in the United States. He is thirty-seven years old. He has a character peculiarly his own. While he is quick and of a somewhat nervous temperament, he is noted for his wonderful power of self-control. He is a man of scholarship and a constant student, but without pedantry. One who has known him long says his chief characteristic is "efficiency," for I have never known another man able to do as many things and do them so well. There is not a detail of the management of the institution that escapes his attention. There is not much he does not see. Another of the distinguishing characteristics of President Ament is the remarkable hold he secures upon his pupils. His influ-

ence over them is supreme. One would not attempt to analyze this power, but I know by some years of experience (says one who knows him), that nothing can shake the faith his pupils always repose in him.

Oklahoma has been fortunate in having as Gov. C. M. Barnes. He appreciates the fact that the man or woman who will be successful in the coming century must have a liberal education. The greater intelligence of a people, the more stable are all their institutions. The continuity of purpose of a people is largely an outgrowth of continuity of school work. He has given to the territory an administration, which for purity, efficiency, ability, and patriotism, challenges without fear of comparison, any which has preceded it since the formation of the territory.

The area of Oklahoma is equal to the combined area of Vermont, New Hampshire, Massachusetts, Rhode Island, New Jersey, and Delaware. Nearly all of this area is south of the thirty-fifth parallel, and it is the most northerly state or territory in which the cotton crop is one of the great sources of wealth. We have more people than Utah, Arizona, and New Mexico combined. We have 300,000 more people to-day than any territory ever had when admitted to the Union. There are 30,000 more school children than the entire population of Arizona. If the people of the United States knew and appreciated all this it would not be long before another star would appear on the flag. Should Oklahoma get statehood with the Indian Territory and come in together, the new state would be a mighty force in Western affairs.



Painted by Le Rolle.

Christmas at Bethlehem.



Third Grade.

Ambidextrous Drawing.

By M. LOUISE HUTCHINSON, Los Angeles, Cal.

Ambidextrous drawing is not in a theoretical or experimental stage, but has been used for several years by prominent art educators, who bear enthusiastic testimony to the beneficial results obtained by its use. This method of drawing with both hands either simultaneously or at different times is essentially for the blackboard where unlimited space and freedom can be obtained, and is especially adapted to designing. The use of both hands at the same time may appear difficult to one who has never tried it, but it is a psychological fact and easily demonstrated that one impulse of the brain controls both sets of muscles. Both arms may be made to act simultaneously and with equal power and facility, with no more brain effort than is used in moving one.

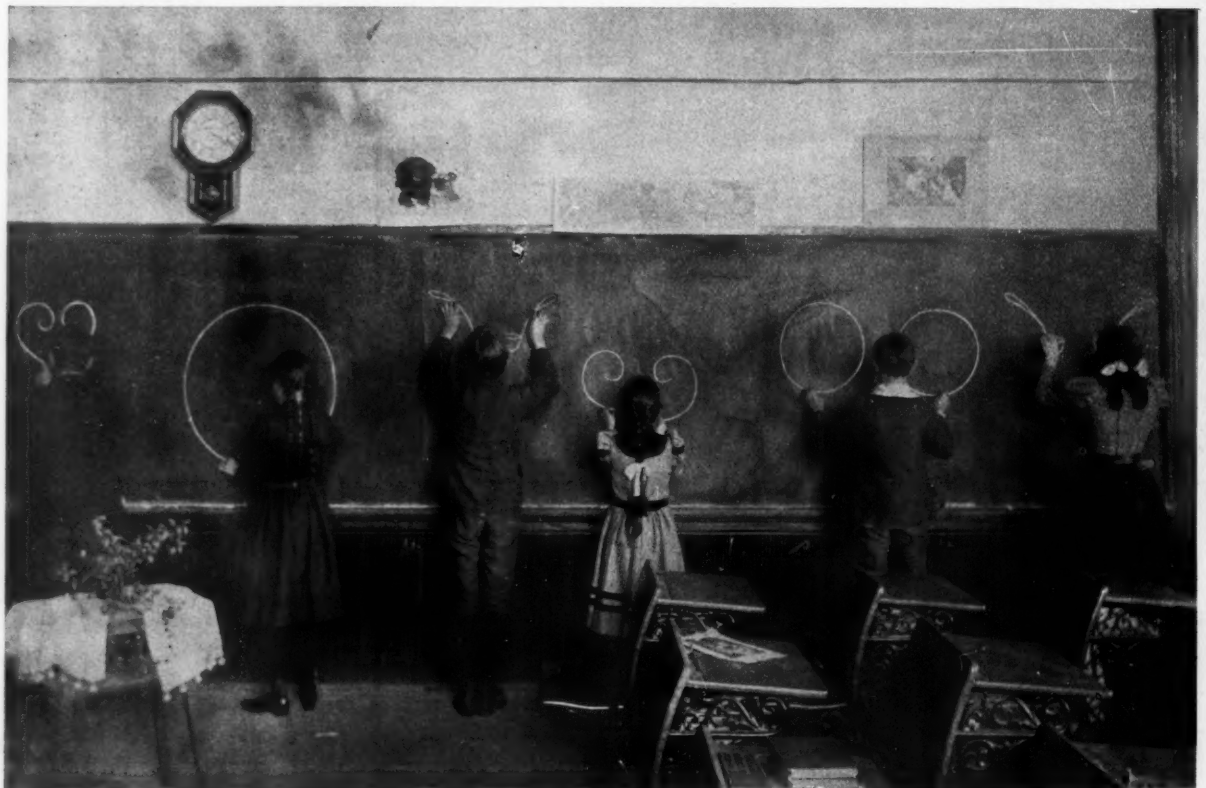
When this fact is understood, and teacher and pupil have once felt the inspiration which only blackboard exercise can give, in freedom of movement, graceful curve, and flowing line, they will readily understand the pleasure that may be derived from it. Pencil, ink, or charcoal drawing is necessarily somewhat cramped and circumscribed on account of the space and material. Only with the wide expanse of the blackboard and the medium of the chalk does the pupil feel unrestrained freedom, and in this sense of freedom lies the secret of the delight which he finds in this work. Not only does the blackboard work

show added grace, strength, and freedom from the use of the two-hand exercise, but the pencil or brush work has a less cramped and uncertain touch and grows in fearlessness and ease as a result. Drawing becomes to the child a natural way of expressing his ideas.

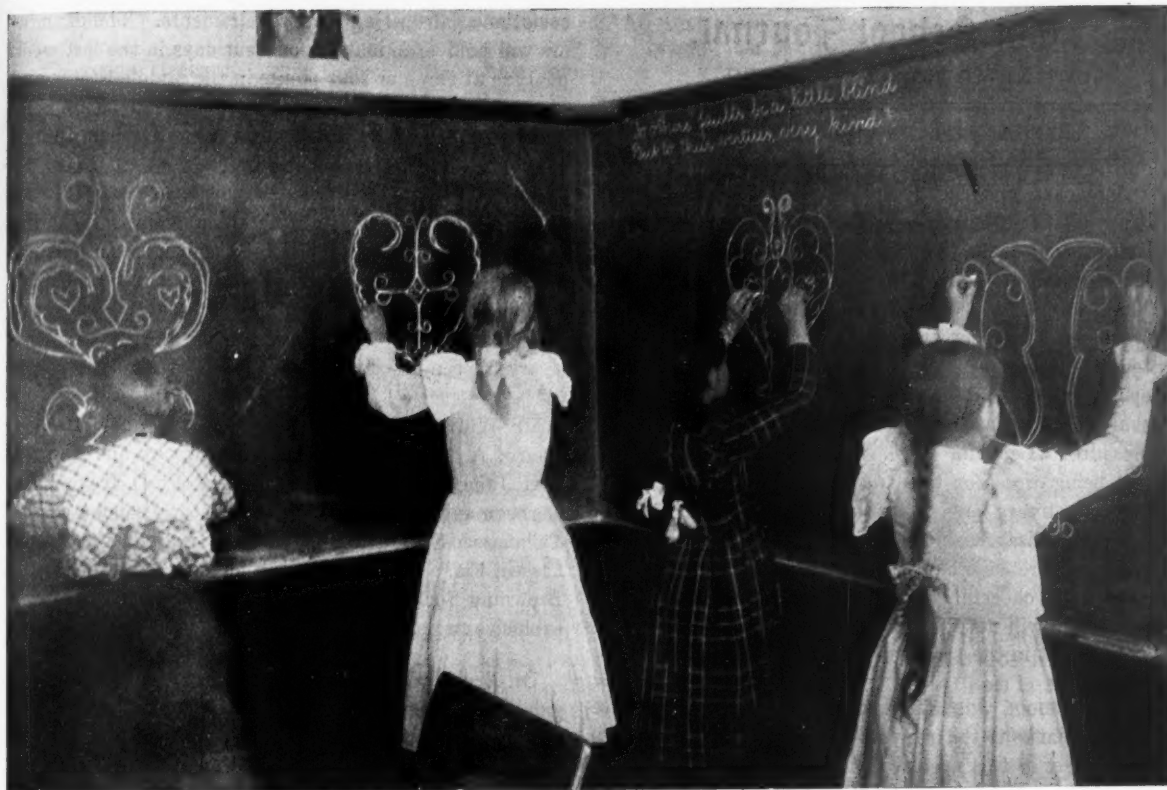
One of the strongest points to be made in favor of ambidextrous drawing is the gain in accuracy which the simultaneous use of the two hands gives, the corresponding sides being more nearly alike than when drawn by either hand alone. The greatest gain to the student, however, is in point of time. The rapidity with which the work is executed is more than doubled thru the harmonious effort of the two hands.

The advantages can not be truly estimated until one has given the method a short trial when all these points will become apparent. As a hygienic exercise the ambidextrous work is greatly beneficial. Full, free arm movement, strengthening and developing left as well as right side, an erect well-poised position of the trunk can not but develop the whole body to greater symmetry and round out the whole being.

The love of creating and of originating is inherent in the child, and he never is more happy than when his work gives free scope to the desire. In the ambidextrous work he finds unlimited outlet for this creative power, and enters into it with fearless delight. The first results will be crude indeed, and here his training in, and guiding to, artistic perception begins. First he must be taught to recognize and make the curved line of beauty. This



Fourth Grade.



Fifth Grade.

comes only by practice, and the various exercises of the two-hand work enable him soon to form these freely and easily. The simplest of these exercises gives ample opportunity to the intelligent teacher for developing the sense of beauty, of teaching balance and proportion.

The recognition of the qualities of unity, symmetry, and strength, indispensable alike for perfection of character or design may be developed in the child early in his

school life by this teaching. Truth, accuracy, and intelligent striving after perfection, even of form, may have its abiding effect on the character. Above, all we may teach the child to love simplicity. The simplifying of life is the problem that confronts us in this age. Lead him to look for beauty of form expressed by the fewest lines and you have taught him one of the most valuable lessons of art and life simplicity.



Fifth Grade.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING NOVEMBER 24, 1900.

A teacher who has never acquired the art of being happy all the time can and should be able at least to be happy some of the time. Now is the opportune season for beginning to learn. The period from the week before Thanksgiving to the opening of the new year is full to overflowing with joy and good cheer. Let the children teach him how to make the most of it. Just let him open his heart and let the sunshine come in. Let him share in the anticipations and expectations of simple pleasure. Let him discontinue scowling and fretting and being cross for twenty-five successive school days. This is not very long. At the end of that time let him be just as disagreeable and fault-finding as he chooses, but it is more than likely that after honestly trying to be happy and cheerful, yes, and merry, for a little over a month, he will never want to go back to any other habit, at least not in the presence of his pupils.

THE SCHOOL JOURNAL takes this opportunity to give hearty thanks to the many advertisers who have aided so generously in this special Christmas number. A prosperous Christmas season to every one of them!

A graceful benefaction is that of former Mayor Abram S. Hewitt, of New York, who has given to the board of education of West Milford, N. J., \$10,000 to provide for the erection of a school-house at Midvale, his summer home. This is in line with what is happening in many of the suburbs of New York. Wealthy summer residents feel that they can in no way better show their friendliness to the townspeople than by contributing to the upgrowth of the school system.

THE SCHOOL JOURNAL has taken the position for many years that colleges were designed for the education of young men, and hence that no brutal games should be allowed. Some dreadful results were needed to arouse the faculties to action; these have occurred and in a few years we may expect the primary objects of the college will resume attention. Senator Hoar well said (at Harvard), "Your education is not to fit you to hunt the grizzly bear."

Tufts college has abolished its flag rush we are told. The Institute of Technology has abolished its cane rush. The University of Chicago does still better; Dean Vincent announced that the class rush was *prohibited*, and that any student participating would be expelled. That is the kind of action that is needed. The ground for this action was stated to be that the so-called "rush" developed rowdiness.

A permanent organization, called the College Entrance Examination Board for the Middle States and Maryland, was effected at Columbia, November 17, with Mr. Seth Low, as president, and Prof. Nicholas Murray Butler as secretary. The association will include all Middle States colleges which have an entering class of not fewer than fifty students and the leading school preparatory for these colleges. A uniform scheme of examinations will be made out which will be accepted by all the colleges in the as-

sociation as answering their requirements. The examiners will hold examinations on four days in the last week of June at three or four points in the Middle States and at other points in the West. Such students as are successful will receive a certificate which will be accepted in lieu of any further examination.

The gifts to Yale within eighteen months, including receipts for the bi-centennial fund and subscriptions not yet paid in, amount to somewhat more than \$1,100,000. Among the donations is one from Treasurer Farnam, of the university of \$35,000, representing the amount of his salary for the past five years.

Mr. William Henry Ferris, a negro who holds the degree of A. M. from both Yale and Harvard and who will next June, if successful, receive his Ph.D. from Yale, has been appointed to the chair of natural science in the Tallahassee State Normal and Industrial college at Tallahassee, Fla. Prof. Ferris is a member of the Boston Browning Society, the only negro ever admitted to that exclusive circle.

Dr. Arnold when at the head of Rugby school, where he gained his fame, had a special prayer for himself:

O Lord, I have a busy world around me: eye, ear, and thought will be needed for all my work to be done in this busy world. Now, ere I enter on it, I would commit eye and ear and thought to Thee. Do Thou bless them, and keep their work Thine, that as thru Thy natural laws my heart beats and my blood flows without any thought of mine, so my spiritual life may hold on its course at these times when my mind cannot conspicuously turn to Thee to commit each particular thought to thy service. Hear my prayer, for my dear Redeemer's sake. Amen.

It is generally conceded that the advertising pages of THE SCHOOL JOURNAL form the most complete record available regarding desirable publications, scientific apparatus, school appliances, and other articles of interest to teachers and those engaged in school administration. All who wish to keep in touch with every department of educational progress find the perusal of these advertisements an indispensable pleasure. Advertisers naturally wish to know how large a proportion of their correspondents became interested thru this medium. It will be a favor greatly appreciated, if you will mention when writing that you saw the advertisement in THE SCHOOL JOURNAL.

Porto Rican Schools.

According to commissioner Brumbaugh's latest report there are now 800 teachers and 38,000 pupils in the school system of Porto Rico. This is only a beginning, for it is estimated that there are 300,000 children without school facilities. Thousands of children in the island are half clothed, half fed, and half housed. At least eighty per cent. of the people are illiterate. From such statements it will be seen that a Herculean task lies before the American educators. They will eventually accomplish it, for the efficiency of their force is being steadily raised. A short time ago, as Dr. Groff said, "the supervisors of the schools were ex-soldiers, ex-teamsters, ex-packers and other such men, and they had to teach English in addition to their other duties;" to-day there are several very competent educational ex-

perts on the ground who are giving their whole time to supervision.

The report states that while there is some demand for American teachers who know enough Spanish to instruct the children in their native tongue, the island ought to be protected from "the seekers after novelty and new experiences who use the salary and position of teacher solely to see a new country for a year and then return."

An Important Notice to Publishers.

The board of superintendents of the island of Cuba consists of the following members:

Eduardo Yero y Buduén..... Santiago de Cuba.
Francisco de H. Coronado..... Puerto Príncipe.
Fidel Miró..... Santa Clara.
Manuel de J. Sáez Medina..... Matanzas.
Alejandro María López..... Habana.
Francisco Valdés Ramos..... Pinar del Río.

These, with President Alexis E. Frye, are the men who are empowered to arrange the courses of study, direct the methods of teaching, and select text-books for the public schools.

The members of this board, according to a circular recently sent out, deem themselves competent to select text-books for the island without the assistance of agents of the publishing houses. They therefore respectfully suggest that all communications, concerning books, be made in writing.

Publishing houses are invited to send sample books, not later than December 6. These may be printed in any language but, if not in Spanish, a type-written copy of the entire book translated into Spanish must accompany each sample. No book will be adopted for Cuba unless fully translated and accompanied by printed proofs of all illustrations.

Along with the samples of books sent to each superintendent should also be sent a letter of information as to the prices of books and any other necessary details. The letter should also state how long a time, after the making of any contract for lots of 5,000 books of a kind, it would take to fill the contract. All prices quoted must include the freight to Havana. There are no duties on school books.

Samples of books are requested in the following subjects:

Series of reading books in

Spanish;

Series of reading books in

English;

Elementary arithmetic;

History of Cuba for children;

Brief History of the United States;

Elementary (intermediate) geography of the world;

Geography of Cuba;

Physiology and hygiene;

Elementary civics;

Elementary agriculture;

Reading books of morals and ethics;

Song collections for Cuba.

All text-books must be bound in cloth of the first quality and must be printed on high grade book paper.

Pennsylvania State Normals.

These institutions have been and are doing a great work. They are growing in popularity and efficiency. But is this growth sufficiently along the line of their own individuality?

Are they genuine normal schools? If they are nothing more than high schools, or academies, or college preparatory schools, there is no reason for their existence. If they are mere academical schools with the added burden of so-called professional subjects taught academically, they are not meeting their purpose. Neither does the model school, in which their pupils practice (on the lower grades) for a few weeks, guarantee their distinctive characteristics.

A school may have all these and yet not be a normal school. They should be normal thru and thru. Their entire work, from kindergarten to high school grades, should be professional. The dominating, conscious, manifest purpose of every class, of every teacher, should be the teaching purpose. Every subject should be taught as to those who are to teach the subject.

The difference between the high school class and the normal school class, say, in geometry, should be great. The one is for those who are learning geometry for the discipline it affords and the use it may be to them in after life; the other is for those who are studying it not only for the discipline and utility, but to learn the best method of teaching it. The best method of teaching geometry can be taught alone in a geometry class. The normal class in any academical subject should not only exemplify the best academical work, but it should include the discussion of the best methods of teaching and the philosophical development of the subject. Every person who enters a normal school should study in that school the subjects he expects to teach not only for the methods to be obtained, but for that maturer grasp upon the subject which comes from studying them as prospective teachers.

There are those who think that no academical work whatever should be done in the normal school. Indeed, all of the normal schools of the country seem to tend to one of two extremes, all academic or all professional. Of these, the latter is probably the worse. There should be no normal school doing no academical work. Young people teach as they are taught, rather than as they are taught to teach. A good teacher with his class is not a bad normal school, so far as his work is concerned. It is doubtful if a young man or woman who has not taught can think a method.

That these ideas are growing into fuller recognition among the Pennsylvania normal schools is shown by a publication from one of them recently received. One could wish for no better statements of much needed changes in the courses, examinations, and teaching in these schools, than those by Prof. C. E. Rugh, Prof. J. W. F. Wilkinson, and Prof. W. Y. Welsh in the October *Enterprise* of the Clarion state normal schools.



Ambidextrous Drawing—Third Grade. (See page 510.)

Letters.

Youthful Criminals.

A note on page 432 of *THE JOURNAL* for November 3 attracted my attention because it presented a subject of vast importance. The question raised is this: Are the public schools to have no responsibility for the moral welfare of the pupils? When I say the "public schools" I mean the executive force—the board of education, the inspectors, the principals, the assistants, and even the janitors.

The school, it is agreed, stands in the place of the parent; now what would be thought of a parent who failed to consider and provide for the moral welfare of his children?

Has there not been for many years an attempt on the part of all the above-named agencies to evade the moral responsibility? I think so, and believe this view is shared by many. To put the matter in another light I might state that the gulf between the home and the school has widened year by year. Not long since a parent called upon a principal of one of our palatial schools and asked that his daughter might be permitted to come home when giving evidence of being unable to remain. The principal referred him to the city superintendent as the person to give permission, saying that the tendency to centralize power was steadily increasing. Of course, there must be regulations, but, with children, there must be power to make exceptions. The point is that personal interest in the pupils is steadily departing from the teacher.

A female principal said that when she began to teach (as an assistant) she used to know all the parents of the pupils, but that now her assistants never visited the parents. This severance of relation between the parent and the teacher cannot but be disastrous to the pupil. Especially is this the case with the pupils on the East Side of New York; the boys leave home at eight o'clock in

the morning; they leave school at two and stay in the street until supper time; half of these ten hours they are without any supervision. Thus they become youthful criminals.

I was pleased with the position *THE JOURNAL* has taken; that the teachers should reside in the immediate vicinity of the school building they teach in. All advocate "University Settlements;" we must advocate "Common School Settlements," the children are worth it. ABNER RUTHVEN.

New York.

The Berlin Educational Conference.

In the year 1890 an important educational conference was called by the German emperor for the purpose of inaugurating certain reforms in the educational system of the empire. A similar conference has recently been held, the importance of which, for Germany at least, promises to equal or surpass that of the former one. Its sessions were held in Berlin on the 6th, 7th, and 8th of June, its participants consisting of Germany's foremost scholars and statesmen selected for this purpose by the emperor. The number of delegates to the recent conference was 41 as against 43, the number on the former occasion. The representation accorded to the professional school men was considerably less this time. In 1890, among the number invited were 20 public school men while now there were only 5, with 18 professors from the universities and higher institutions of learning. What effect this change of representation may have had upon the conclusions of the conference or what the future significance of their deliberations may be, it is as yet too early to foresee.

The official proceedings have not yet been given to the public, and for obvious reasons probably will not be for some time to come, as the purpose was rather to arrive at conclusions which might be of service to the educational authorities in shaping the affairs of their department, than to bring these problems into public discus-



And unto certain shepherds a blessed angel came

Design for the Christmas Blackboard. By Margaret Ely Webb.

sion. In this particular the policy of the German government may be said to differ radically from that which prevails in the United States. The patriarchal idea of government prevails to such an extent that the government seeks rather to discover what is best and what is advisable both from a social and political point of view, and this it aims to put into vigorous execution; while in America, the people, who are in reality the government, initiate the reforms and discuss them in the freest possible manner until, when enacted into law, they come as the outgrowth of a natural demand and are in reality but an expression of the people's will.

The most reliable report of the recent conference is probably that which appeared in the *Kreutz-Leitung*, whose editor Dr. Kropatschek a former director of the Gymnasium in Brandenburg, was one of the participants of the occasion. We therefore follow the reports of this journal in the following brief summary concerning the proceedings of the conference, which for Germany is likely to be of much importance.

One of the first questions deliberated upon was that in regard to the educational scope of the preparatory schools. It was *not* decided that the graduates of the Real-gymnasium should be placed on an equal footing with those of the Gymnasium proper with reference to university studies; but the complete equality of the three nine-year high schools, Gymnasium, Real-gymnasium and Higher Real-schule, was fully recognized. By this is not meant that the young people who have finished the work of one of these three schools can, without further preparation, comprehend every branch of University study; but that the academical course should be open to every such person. For certain courses and professions definite, special knowledge is required which, as a rule, should be acquired and authenticated in the University or Secondary school.

The question of teaching French as principal foreign language in the 5th to 7th school year inclusive was also discussed in this connection. Latin is begun in the *Untertertia* or 8th school year. It was concluded that it is not advisable, at the present time, to lay such a general foundation, altho it was recommended to continue the experiment where it had been already introduced. The cities in which this trial has been made are Frankfurt a. M. in the so-called "Frankfurter Reform schule" and in Altona.

The discussion further turned to the question as to whether Greek should be retained as general obligatory branch of instruction. Remarks on this subject constituted the chief topic of the conference. Dr. Harnack and Dr. von Wilamowitz, witz-Moelendorff discussed this subject with great earnestness and ability. It was argued that a knowledge of both Latin and Greek was highly necessary if one would attain to an understanding of classical antiquity and a clear view of the relation of modern culture to that of the ancients. Much important material was presented in spirited speeches which culminated in the demand that the rising generation be taught to understand a truth not simply as such, but that they assist thru their own lifework in the advancement of truth and the knowledge of Grecian philosophy and particularly the philosophy of Plato. He who has once felt the impetus of this great Heart-Searcher, said they, and been lifted to his level is proof against the modern sophistry which bears the name of philosophy at the present day. In the same manner, the relation of our Christian civilization to the antique becomes intelligible only to him who knows the history of Alexander the Great and the Hellenic civilization of the Roman Caesars. Not in the interest of an effete classicism, but for a living, practical knowledge and ennobling of modern culture should a knowledge of Greek be required; and indeed, not simply for those who are obliged by their professional study to learn this language as a means of attaining a definite end, but for the great mass of citizens who, with an understanding of what has been, will assist in deciding and putting into form what is to be. The demand was made that this language should be pur-

sued in the Gymnasium, not in a superficial manner, but in earnest work, suited to the whole aim of the school, which must develop in its pupils moral energy, intellectual power, and earnest comprehension of duty.

The question as to whether the study of Greek in the Gymnasium should begin, as heretofore, in the *Untertertia* (corresponding approximately to the 8th grade) or changed to *Unter Secunda* (the equivalent of the 10th grade), had only one voice for the change. When put to the vote, however, it was decided unanimously to make no change as to the time of beginning instruction in this branch.

The proposition regarding Latin instruction in the Real-gymnasium by one member of the conference who wished the instruction in this branch strengthened, altho not at the cost of natural sciences, was discussed at some length but not favored. It was decided to abide by the weekly hour-plan of 1892 as already fixed for the Latin instruction in the Real-gymnasias; but it was recommended that the division of the number of hours should be left somewhat free as regards the different classes. A committee was appointed to consider this question and formulate regulations which should govern the teaching plan of the different schools.

The discussions of the third day concerned the encouragement of instruction in different subjects, such as modern languages, natural science, mathematics, and history; also the advancement of physical exercise, sports, and athletics.

Opinions were expressed against the closing examinations of the nine-year academies. In conclusion, remarks were made on the salary conditions, the number of hours of duty and other professional relations of teachers in the higher institutions, school hygiene, and other questions of similar nature. The necessity of more energetic instruction in English in the Gymnasium as well as in other schools was also emphasized.

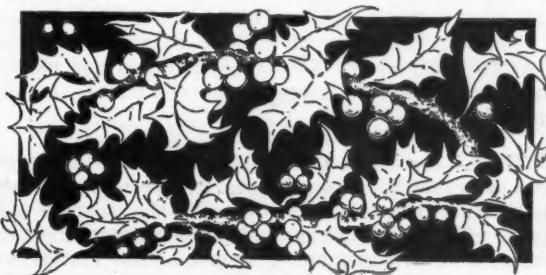
At the close of the conference the minister, Dr. Studtschloss, thanked the members for their presence and generous participation, and for the deep interest they had taken, and the stimulus they had given the administration in the elevation and advancement of school affairs. Prof. Mommsen, the chairman, answered in behalf of the conference by expressing thanks for the professional leadership which they had received, and closed with the hope that the deliberations might lead to decisions which would be a genuine benefit to the higher schools of Prussia.

From this short sketch of the doings of the conference, it will be easily seen that they were of a very conservative character. He who had awaited a radical decision concerning the differences now existing between the individual schools, and the limits and requisites of the various branches of University study, must be painfully undeceived. The conclusions, also, relative to the study of Greek will come as a surprise to those who had expected more of a change in favor of scientific studies. It is certainly a step in advance that all three kinds of higher schools with nine-year courses should be allowed to bestow the qualification to enter upon University studies.

The teaching profession has been deeply interested in the results of the conference and are awaiting with interest the official action of the ministry in relation to the subjects considered.

EDWIN N. BROWN.

Leipzig, Germany.



Christmas in a Florida Country School.

Our school-house stands in a scrub. A scrub is a sand drift upon which grows a stunted growth of bushes and palmettos. Before the building runs the road, six inches of soft sand. Around it is the white sand. The only fence is Nature's hedge of palmettos, the earth stars of Florida.

The shrewd donor of this barren spot did not know that he was giving to the teacher nature's text-book, for just back of the school-house a few yards is the well, surrounded by a luxuriant growth of oaks, and beyond, the tall pines, wave their green boughs in benediction over the children's playground and carpet it with needles.

Outside, the house is painted white. Once upon a time the inside was painted pink. The house is properly lighted. There are patent desks on the "girls' side," relics of some past teacher's toil and energy. On the "boys' side" are wooden structures—furnished by the county—whose only recommendation is their cheapness and plainness. Over the windows are draped the stars and stripes in cheese cloth, to which the teacher refers in teaching patriotic songs.

An Original Shade.

On the south and west sides of the house are curtains. As it is warm enough here to have the windows raised most of the time, between the efforts of the breezes and a small boy, one of the sunshades became somewhat dilapidated. I had a fine collection of pictures cut from three or four years' subscription to *The Teachers' Institute*, and *The Primary School*. So, on a sheet of manila wrapping paper these pictures were grouped and pasted with flour paste. Pestalozzi was the centerpiece, around him were the pictures of his school of orphans, and their parting when the school-house was taken for a hospital. There were the pictures of a French school, an Arab school, and schools "out West," and scenes in city schools and industrial schools, also "Late to School," and "Have You Been Naughty in School?" and many other pictures that kept the piercing sunbeams out, but let in the light of love and wisdom into the boy's soul.

Getting Ready for Christmas.

It was nearing Christmas, and as the key-note to all we do or have in or around the school is the question, "What will it teach," we planned the Christmas exercises accordingly.

We had studied Longfellow as much as the time allowed in a multi-graded school. From three different numbers of *The Teachers' Institute* we had gleaned an interesting biographical sketch. We had mounted the picture of his Cambridge home (a supplement of *The Institute*), and learned that verse beginning: "Once, ah, once within these walls." After looking with pleasure at "Grave Alice, and laughing Allegra," and Edith "descending the broad hall stair," we had learned "The Children's Hour." In connection with the biographical sketch of his sorrow, part of "A Psalm of Life," was learned and sung, using the last verse as a chorus. We had learned "The Reaper and the Flowers," and each of the smaller children committed a gem taken from *The Primary School* and another paper showing that Longfellow was the children's poet. And the lesson was learned. The children loved their poet.

Again we went to our treasure store, and found clippings of Christmas pieces from school journals. We chose the Christmas thought in a few beautiful words, and by supplying two songs we had the Golden Legend in song and verse arranged. The story of the Christ-Child was told and read. A collection of Madonnas and a picture of Bethlehem, all given in past years by *The Institute* and *Primary School* were mounted and placed on the walls during this week before Christmas. In all, we had five Madonnas.

Christmas Day.

The last day before the Christmas holidays the house was decorated with palmetto leaves, a pleasant contrast to the pink and pale blue cardboard of the mounted pictures. The letters of our word-Christmas were trimmed with the delicate gray and gray-green moss that grows on the ground in the scrub. This gave them a frosty

appearance when hung beneath the green. The black-board was decorated with a stencil of holly and bells. This was drawn as a center and side pieces. Over and around were written three verses of Longfellow's, "I heard the bells on Christmas Day." This was "introduced" to the children that day.

The Christmas presents given by the teacher were mounted. Perry pictures of Longfellow, his homes, his children, and "John Alden and Priscilla." To the youngest children Madonnas were presented. To the advanced primary and intermediate grades "Christ Blessing the Children," and "Christ and the Doctors."

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Educational Meetings.

Nov. 29-30.—West Virginia Teachers' Association, Clarksburg.

Nov. 29-30.—Western Kansas Educational Association, Newton.

Nov. 30-Dec. 1.—Massachusetts Teachers' Association, Boston.

Nov. 30-Dec. 1.—Michigan Schoolmasters' Club, Ann Arbor.

Nov. 30-Dec. 1.—North Central Kansas Teachers' Association, Beloit.

Nov. 30-Dec. 1.—The Golden Belt Teachers' Association of Central Western Kansas, Russell. Secretary, Miss L. J. Finley, Russell.

Dec. 7 and 8.—Meeting of New Jersey High School Teachers' Association, Newark. President, H. C. Krebs, Somerville, secretary, Cornelia MacMullan, South Orange.

Dec. 20-22.—San Joaquin Valley (Cal.) Teachers' Association, Fresno.

Dec. 17.—Arizona Teachers' Association, Temple. President, Yale Adams, Tucson; secretary, J. C. Cole, Phoenix.

Dec. 26.—Florida State Teachers' Association, Tampa. President, L. W. Buchholz, Tampa; secretary, H. S. Philip, Tampa.

Dec. 26-28.—California State Teachers' Association, San Francisco. President, J. W. McClymonds, Oakland; secretary, Mrs. M. M. Fitzgerald, School Dept., San Francisco.

Dec. 26-28.—Indiana State Teachers' Association. President, R. I. Hamilton, Huntington; secretary, J. R. Hart, Lebanon.

Dec. 26-28.—Associated Academic Principals of the State of New York, Syracuse; secretary, H. Dwight Arms, Albany.

Dec. 26-28.—Iowa State Teachers' Association, Des Moines. President, W. O. Riddell, Des Moines; secretary, Miss C. M. Goodell, Union.

Dec. 26-28.—South Dakota Teachers' Association, Yankton. Secretary, Mrs. M. H. Cowan, Iroquois.

Dec. 26-28.—Illinois State Teachers' Association, Springfield. President A. V. Greenman, Aurora; secretary, J. M. Bowley, Carbondale.

Dec. 26-28.—Kentucky Educational Association, Louisville.

Dec. 26-28.—Minnesota Educational Association, St. Paul; D. E. Cloyd, secretary.

Dec. 26-29.—Wisconsin Teachers' Association, Milwaukee. President, W. N. Parker, Madison; secretary, T. W. Boyce, Milwaukee.

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Dec. 26-29.—Oregon State Teachers' Association, Portland. President, Frank Rigler, Portland; secretary, G. W. Jones, Salem.

Dec. 27-28.—Louisiana Teachers' Association, Alexandria. President, J. E. Keeny, New Iberia; secretary, Miss A. Howell, Shreveport.

Dec. 27-28.—North Dakota State Teachers' Association, Fargo. President, G. A. McFarland, Valley City; secretary, Geo. Martin, St. Thomas.

Dec. 27-29.—Southern Educational Association, Richmond, Va. Secretary, Prof. P. P. Claxton, Greensboro, N. C.

Dec. 28.—Michigan Teachers' Association, Grand Rapids.

Dec. 27-29.—New Jersey State Teachers' Association, Newark. President, Edwin Shepard, Newark; secretary, Louis C. Wooley, Trenton.

July 1-3.—New York State Teachers' Association, Buffalo. President, J. T. Nicholson, 402 Pleasant Ave., New York city; secretary, R. A. Searing, Rochester.

NEW JERSEY HIGH SCHOOL TEACHERS.

Everything is in readiness for the meeting of the New Jersey High School Teachers' Association at Newark, Dec. 7 and 8. A strong program has been prepared, including addresses by Prof. Samuel T. Dutton, of Teachers' college, New York, and Dr. James H. Canfield, librarian of Columbia university. Other speakers will be Prin. J. M. Green, of the State normal school, whose topic will be "The High School Curriculum and its Aims;" Supt. W. E. Chancellor, of Bloomfield, who will tell about "The Boys and Girls who Fail;" Supt. Charles B. Gilbert, who will discuss "The High School as Related to the Schools Above and Below It."

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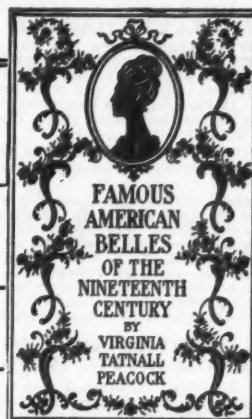
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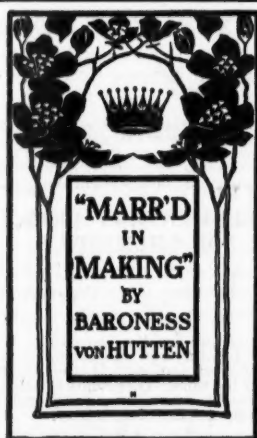
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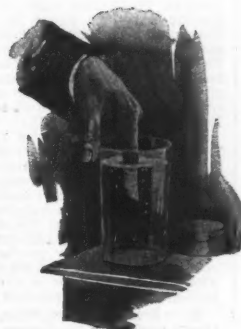
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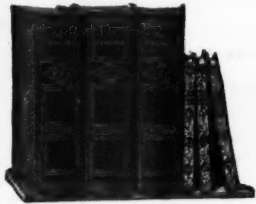
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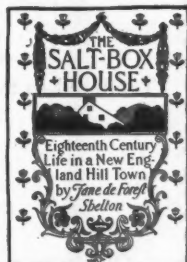
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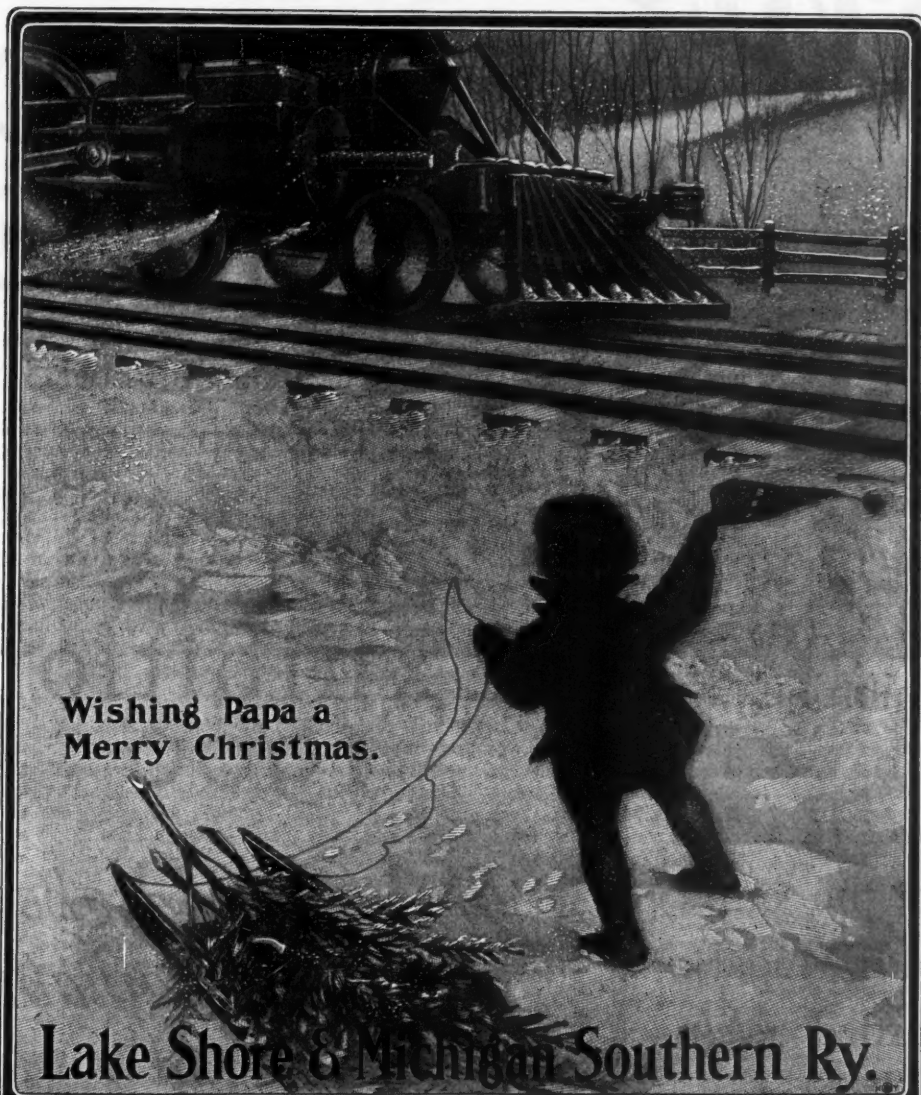
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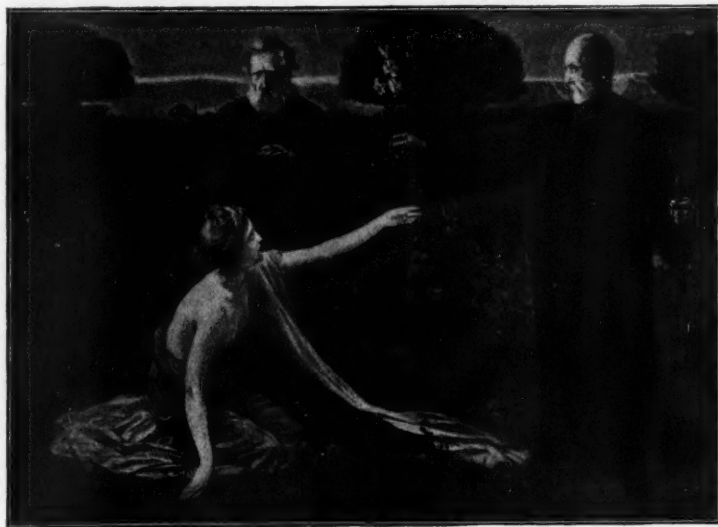
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"I—I AM NOT EXACTLY A GUEST, HE STAMMERED."—Page 4

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More Bunny Stories, by John Howard Jewett (Hannah Warner), with forty illustrations by Culmer Barnes. Many will remember the "Bunny Stories" published in *St. Nicholas* about ten years ago and will rejoice, for the sake of the children, that the author is back in his old vein again. In these stories he succeeds in mixing the real and the fanciful in such a way as to delight childish readers. They have a chance in this story to renew their acquaintance with their little friends of Runwild Terrace, the delightful Bunny children, whose adventures are so varied and interesting. (Frederick A. Stokes Company, New York.)

The latest number in the admirable Riverside Literature Series is *The Gentle Boy and Other Tales*, by Nathaniel Hawthorne. No story of Hawthorne's is better worth reprinting in easily accessible form than this narrative of the conflict between Puritans and Quakers. It is needless to say that the typography is excellent. (Houghton, Mifflin & Company.)

Boxing is a little book giving practical directions as to the art of self-defence. It is by J. C. Trotter. As explained here, boxing is an aid to physical development, and therefore a desirable art to learn. *Card Tricks*, uniform in style and binding, is written by Ellis Stanyon and illustrated by Nina G. Barlow. (The Penn Publishing Company, Philadelphia.)

Sir Joshua Reynolds forms the subject of a volume in the Riverside Art Series by Estelle M. Hurl, who gives a collection of fifteen pictures and a portrait of the painter with introduction and interpretation. These pictures are intended to show Reynolds at his best in the various classes of subjects which he painted. There is thus ample material for understanding fully the work of this prince of portrait painters. The series now includes Raphael, Rembrandt, Michelangelo, Jean Francois Millet, Sir Joshua Reynolds, Murillo, Greek sculpture, and Titian—a most valuable collection of books to have in the library. (Houghton, Mifflin & Company.)

Webster's International Dictionary has had its praises voiced by scholars, authors, scientists, and in fact, by men in all walks of life. Its high value is beyond question. It may be of interest to teachers, school boards, and others contemplating the purchase of a dictionary that a new edition has just been issued from new plates thruout. This was prepared under the direction of Dr. W. T. Harris, United States commissioner of education, assisted by a large corps of competent specialists and editors. In this new edition are 25,000 additional words, phrases, etc.; it is richly bound, and has 2,364 pages and 5,000 illustrations. The book is better than ever for general use. (G. & C. Merriam Company, Springfield, Mass.)

Earning Her Way, by Mrs. Clarke Johnson, is a story with a healthy tone, showing how an ambitious girl overcame many obstacles that stand in the way of a college course. While many of her experiences are of a practical nature, some of her adventures are most exciting. The story will give hope and encouragement for those who are striving for intellectual improvement. (The Penn Publishing Company, Philadelphia.)

His Lordship's Puppy, by Theodora C. Elmslie, is a story in which a very small dog and a very small boy play leading parts. It is a pretty and well told story that will greatly please the young people. The illustrations are by Ida Waugh. (The Penn Publishing Company, Philadelphia.)



He stopped by the way.

From "In the Days of Jefferson" (D. Appleton & Company.)



From "Eros and Psyche."

Open Court Publishing Company.

Blazing Arrow is a tale of the Kentucky of early days by Edward S. Ellis. He describes adventures in the wilderness such as boys like to read about. Unlike the sensational Indian story it narrates events that might happen, and that are probably founded on fact. As a deep student of history he takes great pains to make his local or historical setting correct. This volume is No. 2. of the War Chief Series. It has several striking illustrations. (Henry T. Coates & Company, Philadelphia.)

The Heart of the Ancient Wood, by Charles G. D. Roberts, is a realistic romance of the alliance of peace between a pioneer's daughter in the heart of an ancient wood and the wild beasts that come under her spell. It takes us far from the haunts of men and makes us acquainted with nature in her various moods. The human element is beautifully pictured, is dramatic and appealing, but the real charm comes from the girl's relations with the denizens of the forest. (Silver, Burdette & Company.)



From "The Hidden Servants." (Little, Brown & Company)

Pretty Polly Perkins, by Gabrielle E. Jackson. The author finds her heroine for this pretty story in a New England household that takes in summer boarders. Among the guests are a New York man and wife and their little daughter who has lost the use of her legs by a runaway accident. Everything is done by the child's parents and her young lady attendant to make life pleasant for her, and the farmer's family is as devoted to her as are her own people. In a mo-

ment of great excitement, her life being for a while imperiled, the little girl partly recovers the use of her limbs, and when autumn comes she goes home cured, taking Polly with her to spend the winter in New York and study art. The volume is well illustrated by C. M. Relyea. (The Century Company, New York. Price, \$1.50.)

Gold-Seeking on the Dalton Trail, being the adventures of two New England boys in Alaska and the Northwest territory, by Arthur R. Thompson. The boys in this story are accompanied by their father and uncle in a trip to the Klondike. They hunted and fished, took long mountain tramps, and lived a healthful, vigorous outdoor life. The book is made up largely of personal experiences and hence there is a vividness about the pictures that they could not otherwise possess. There is in it a great deal of useful information about the wonderful northern country not to be obtained so pleasantly thru any other medium. It is the kind of story that boys like. There are numerous fine illustrations. (Little, Brown & Company, Boston. Price, \$1.50.)

Squirrels and Other Fur Bearers, by John Burroughs. Here is an author who needs no introduction to Americans, either young or old. Who has presented nature in more charming language? The mere announcement of a book by him is all that is necessary, and this one will surely be widely distributed during the Christmas season. The animals whose ways he describes are squirrels, and the chipmunk, woodchuck, rabbit and hare, muskrat, skunk, fox, weasel, mink, raccoon, porcupine, opossum, and wild mice. The book contains fifteen illustrations in colors after Audubon, and a frontispiece from life. (Houghton, Mifflin & Company, Boston. Price, \$1.00.)

Eros and Psyche—a fairy-tale of ancient Greece, retold after Apuleius, by Paul Carus, illustrated by Paul Thumann. Of all the beautiful tales of Greek Mythology, this one of Eros and Psyche is the most fascinating, and it is true also, for it is the history of the human soul. It reflects the religious life of classic antiquity more strongly than any other book, poem or epic, not excepting the works of Hesiod and Homer. The illustrations of this book are of the most charming description and they and the text furnish an artistic and intellectual feast. The book is one of the most attractive issued this fall. (The Open Court Publishing Company, Chicago. Price, \$1.50.)



"Both ladies obeyed the royal commands."

From "The Princess's Fairy-Book." (Longmans, Green & Company.)



THE BATTLE OF BUNKER HILL.

From "Great Battles of the World." (J. B. Lippincott Company.)

Goops and How to be Them, by Gelett Burgess. This is a manual of manners for polite infants which inculcates many juvenile virtues, both by precept and example, with ninety drawings. The Goops are beings noted for their discourtesy, untidiness, selfishness, forgetfulness, and other disagreeable and undesirable qualities. So far as table manners are concerned,

The Goops they lick their fingers,
And the Goops they lick their knives;
They spill their broth on the tablecloth—
Oh, they lead disgusting lives!
The Goops they talk while eating,
And loud and fast they chew;
And that is why I'm glad that I
Am not a Goop—are you?

¶ We think this is good. Don't you, reader. In the illustrations the Goops are all represented with round heads; this, we infer, is because they lack the right kind of brains. (Frederick A. Stokes Company, New York.)

Great Battles of the World, by Stephen Crane. This is one of the last works by that lamented genius who met death early—the author of "The Red Badge of Courage." The battles chosen by the author for description are Bunker Hill, Vittoria, the siege of Plevna, the storming of Burkersdorf Heights, Leipsig and Lutzen, the storming of Badajos, the campaign against New Orleans, and Solferino. These battles were chosen rather for their dramatic qualities than for their decisiveness, and in them this impulsive young man shows the grandeur and passion of history. The book has a number of illustrations by John Sloan. (J. B. Lippincott Company, Philadelphia. Price, \$1.50.)

The Complete Poetical Works of Robert Burns, with biographical introduction, notes, and glossary. When we look over the two large volumes of this splendid edition of Scotland's bard we are struck with wonder at the quantity of verse written by him in his short life, considering the high quality of most of it. Could he have been temperate, and his life have been extended to the usual span, what wonders he might have accomplished! The glossary will help readers out in his Scotch dialect, and the introduction will give them an idea of the poet's sad history. One excellent feature of this edition consists of the notes at the beginning of the poems explaining their origin or giving other interesting facts. Besides the portraits of Burns in the volumes, there are some fine etchings. (T. Y. Crowell & Company, New York.)

The Omar "Khayyam" Calendar consists of six cards, eleven by fifteen inches, each bearing verses from the famous Persian epic and an appropriate illustration, by George T. Tobin. The Eastern mysticism of the poem as well as its picturesque beauty is exemplified in these drawings. (Frederick A. Stokes Company, New York.)

The New Humphrey Calendar is one of the prettiest that have been prepared for the first year of the twentieth century. Each of the twelve cards has a colored picture representing by means of groups of children events of Revolutionary days. The cards are tied together with a ribbon and enclosed in a neat box. No more acceptable present could be made to the lover of pretty and artistic things than this calendar. (Frederick A. Stokes Company, New York.)

Making a Life, by the Rev. Cortland Myers, D.D., minister at the Baptist Temple, Brooklyn, N. Y. We are learning the philosophy of life all our lives long. Some learn it thoroughly—others only get as far as the rudiments. Books like this, by deep thinkers, help us to master the most useful philosophy. The author speaks vigorously and helpfully not only to young people who have the world before them, but to all who would make their lives well worth the living. The style is animated and bristles with illustrations. Mr. Myers treats his theme under life's ideal, purpose, progress, mystery, influence, waste, law, pain, environment, memory, conscience, and destiny. (The Baker & Taylor Company, 5 and 7 East Sixteenth street, New York. Price, \$1.25.)

The Salt-Box House, eighteenth century life in a New England hill town, by Jane de Forest Shelton. The scene is laid in that part of the old town of Stratford, Connecticut, which was formerly called Ripton, now Huntington, and the book shows the manner of life among persons of the better class in the country districts, while the well-worn records of spinning bees, huskings, apple-peelings, etc., are excluded, the author has shown many less known phases and numerous odd customs of country living at that period. It is a realistic picture of eighteenth century life. (The Baker & Taylor Publishing Company, New York.)



And the mother called from the kitchen:—"Is that my sunbeam coming home to roost?"

From "Mother Stories." (Milton Bradley Company.)



THE CHASE.

From "In the Hands of the Red Coats" (Houghton, Mifflin & Company.)

An Elementary History of the United States, by Allen C. Thomas, A. M., is an attempt to set forth the main facts of American history, particularly the earlier periods, in such a way as to attract and interest pupils in the earlier grammar grades. All are agreed that those who are to have a voice in the affairs of the nation or the making of society should have a knowledge of at least the main facts of American history when they leave school. With many, however, school days end early; hence books suited to young pupils are needed. That Professor Allen's books meet the need will be generally acknowledged. Children like stories about persons and the author has used the lives of certain great actors in the historical drama about which to group his events. Men are chosen who best illustrate the most important phases of national growth. Some of these phases are: the difficulties and dangers of exploration, and how they were overcome by earnestness and perseverance; the risks and hardships of settlement, and how they were met and conquered; the independence and patriotism of the colonists, and how they triumphed; the effect of environment upon character; the development of the people in politics and government and in social life, and the progress of invention and its effect upon national character. The effort in illustrating has been to give the most authentic representation possible of the man, the place, or the thing described, so as to round out and complete the mental impression gained from the text. The maps are made as simple as possible, only such details being given as are called for by the story. (D. C. Heath & Company, Boston.)

Fairy Tales and Stories, by Hans Christian Andersen, translated from the Danish by H. L. Braekstad, with illustrations by Hans Tegner, and introduction by Edmund Gosse. A work that is full of truth and beauty finds an increasing number of readers as the generations arise. Such is Andersen's immortal tales, in which children have taken such intense delight and from which they have derived such valuable lessons. The perennial interest in these tales is well shown by this magnificent illustrated edition. The book is quarto in size and printed on heavy super-calendered paper. On the illustrations the artist has lavished his brightest fancies, which add much to the ideas Andersen has embodied in his wonderful tales. These illustrations are truly interpretative; they make this edition unique among the holiday books this year. The large type, gilt top, and beautifully designed cover are features that will help to recommend this edition to the lover of well-made books. (The Century Company, New York.)

The Essays of Francis Bacon, with an introduction by George E. Woodberry. The Century Classics, to which this volume belongs, are designed to reproduce the masterpieces of literature in a perfect form and at a low price. Hitherto but few, if any, attempts have been made to combine these two objects. That the requirements have been met is shown by the six volumes now out, which include besides the one under review Bunyan's "The Pilgrim's Progress," Defoe's "A Journal of the Plague Year," Goldsmith's "The Vicar of Wakefield," "Poems of Robert Herrick," and Kinglake's "Eothen." The page is beautiful and well-balanced, the typography exquisite, the impression clear and faultless, the paper of the best quality, and the make-up unsurpassed. Nothing better or more enduring could have been selected than Bacon's essays. The book has a portrait of Bacon from a rare old print in the British museum. (The Century Company, New York. Price. \$1.00.)



Hans Andersen's Fairy Tales.

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THE FLYING TRUNK.

The Great Boer War, by A. Conan Doyle, is by far the most pretentious narrative yet issued of that fierce struggle in Africa. Moreover the author's reputation in other lines of writing will give the book a prestige that it would not otherwise have. The writer has the disadvantage that all authors have in writing of events of recent occurrence—subsequent developments may negate his criticisms and prove that some of his statements are erroneous, yet he has the advantage of writing while the interest is fresh. The book was begun in England, and continued on board a steamer, but the greater part was written in a hospital tent in the intervals of duty during the epidemic at Bloemfontein. (McClure, Phillips & Company, New York. Price, \$1.50.)



From "Mrs. Browning's Complete Works." (T. Y. Crowell & Company.)



TOURS, THE CATHEDRAL.

From "A Little Tour in France." (Houghton, Mifflin & Company.)

The World of the Great Forest, by Paul Du Chaillu, tells how animals, birds, reptiles, and insects talk, think, work, and live. How numerous and how diverse are the inhabitants of the great central African forest of which he writes! They range from the huge elephant to the smallest ant; these strange and interesting creatures the author has studied in their native haunts. He has concluded that these animals possess great powers of apprehension and prevision; that creatures of the same species have understanding with one another, either by voice, sign, or other ways unknown to man; otherwise they could not act with such harmony and deliberation. To enable the reader to enter into the life of the great African forest the author has made the animals tell their own stories and explain their own actions as if they were endowed with the power of speech. This makes the narrative intensely interesting, especially to young readers. The renowned traveler's latest volume will be one of the most popular of the holiday gifts this year. C. R. Knight and J. M. Gleeson have contributed over fifty illustrations. (Charles Scribner's Sons, New York.)

Literary Rambles at Home and Abroad, by Theodore F. Wolfe, M. D., Ph.D. Everyone knows that it heightens our appreciation of an author to know something of his personality and of the scenes amid which he thought and wrote. But in order to write well in this line one must have a keen appreciation of literature in its various phases, and this is possessed by the author of this book. What could be more charming than the tours we make with him along the literary haunts of the lower Hudson, and in Newark, Camden, and other New Jersey towns? The writers mentioned include Poe, Audubon, Irving, Morris, Willis, Roe, Mrs. Dodge, Marion Harland, Amanda M. Douglas, Stedman, Thomas Dunn English, Ray Palmer, Stockton, Whitman, and many others. Then the author takes the reader to England and conducts him to the shrines of Shakespeare, Byron, Burns, the Lake Poets, and many others. The illustrations are elegant photogravures; in fact, the book as a whole is a first-class specimen of the bookmaker's art. (J. B. Lippincott Company, Philadelphia.)

Northern Georgia Sketches, by Will N. Harben, is the title of ten sketches, some of which appeared in the *Century*, *Lippincott's*, and *Ladies' Home Journal*. The author is successful in portraying the characters and dialect of this part of the country, and creates besides no small interest in the people he causes to pass before us in procession. A reader who begins

the first sketch will find himself going on to the next. There is a human interest in all of those homely tales that shows the author has looked under the surface of things. (A. C. McClurg & Company. Price, \$1.00.)

Robert Orange is the latest novel by John Oliver Hobbes, and that it is a brilliant one none will hesitate to confess. This author is not given to hackneyed plots or situations. The problem this story starts with is that of a high-minded hero



From "Memoirs of Alexander I." (A. C. McClurg & Company)

and heroine unconsciously committing bigamy. It is not a contradiction to say that it serves a moral purpose; it is full of epigram and philosophy, and presents a collection of careful character studies. (Frederick A. Stokes Company, New York.)

A Captive of War, is a narrative written by Solon Hyde, from a diary kept during imprisonment in the principal military prisons of the Confederacy. The writer was hospital steward of the Seventeenth regiment, Ohio volunteer infantry. It tells of a side of war not usually made prominent and cannot fail to interest all who admire American heroism. (McClure, Phillips & Company, New York.)



From "Nan's Chicopee Children." (Little, Brown & Company.)



Hans Andersen's Fairy Tales.

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THE PRINCE MADE A PRETTY CALDRON.

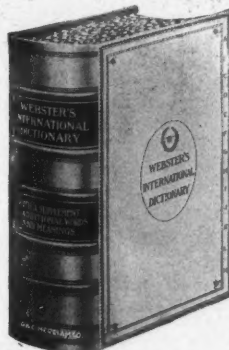
Wit and Wisdom of the Talmud, by Rev. Madison C. Peters, puts in our hands many wise and pithy sayings, and forms an attractive reference book of apt and striking passages from a book that is little known to most readers. "Actions speak louder than words," is the first quotation offered us, and there is no doubt that many of our common proverbs are from this source. We confess to feeling an attraction to this volume; it is a repository of ancient gold. (Baker & Taylor Company. Price, \$1.00.)

The Grey Fairy Book, edited by Andrew Lang, with numerous illustrations by H. J. Ford. For those who have enjoyed the previous volumes of fairy tales collected by Mr. Lang very little will need be said in praise of this one. The tales are derived from many countries—Lithuania, parts of Africa, Germany, France, Greece, and other regions of the world. They have been translated and adapted by able writers and are elegantly illustrated. (Longmans, Green & Company, New York.)

We read with unusual interest the first edition of *Power Thru Repose*, by Annie Payson Call, and take up the new edition ready to say to a large class of persons, "Read it." We feel indebted to the author for stating the truths she presents so clearly. The entire volume is given to the care of the body; among the subjects are sleep, rest, nervous strain, care of self. The world is growing more "nervous" every year, and one needs to give thought to means to overcome the tendency. (Little, Brown & Company. Price, \$1.00.)

John Drew, by Edward A. Dithmar, and *Ellen Terry*, by Clement Scott. These are two little volumes enclosed together in a box, containing comprehensive studies of these celebrities of stage land. From them we learn the peculiar traits of these actors by which they exercise their power over their audiences. The portraits, many of them in character, are a special feature of the books, which are beautifully printed with large type and bound in red cloth with gilt cover design. (Frederick A. Stokes Company, New York.)

Thackeray's English Humorists is a book that of course needs no word of praise, but some commendation ought certainly to greet this edition edited by William Lyon Phelps, assistant professor of English in Yale university. In addition to the text it contains a concise, discriminating introduction and interesting selections from contemporary reviews written by Thackeray or about him. There are sixty-three pages of appropriate notes. (Henry Holt & Company, New York.)



C. & B. Merriam Company.

Quisante, by Anthony Hope. The author has left this usual field of the romantic and the improbable, and depicts a career amid English politics and business enterprises. Everything in the story centers around Alexander Quisante, and the author shows great skill and powers in developing his character. He is not an altogether lovable character; in the course of the story we note his moral mediocrity and frequent debasement, his treachery and fidelity, his courage and cowardice, his bad manners and self-satisfaction. This mass of contradictions cannot help but be interesting. The wife shows a loyalty to the strange, illogical being that is touching, and that the reader cannot but admire. (Frederick A. Stokes Company, New York.)

Children of the Revolution, with numerous full-page color-plates after paintings in water color by Maud Humphrey, and with illustrations in black-and-white, together with new stories and verses by Mabel Humphrey. The public is already well acquainted with the work of these two artists thru the books they have given to the public from time to time. No book, however warm its reception, will be a more welcome visitor in the household where there are children than this one. The pretty conceits and amusing situations represented in colors and black and white will win the admiration of young and old. Martha Washington pouring tea, the surrender of Cornwallis, Paul Revere's Ride, Lafayette dancing the minuet, and the Boston tea party are some of the most charming pictures with stories. (Frederick A. Stokes Company, New York.)



PLYMOUTH BAY IN MIDWINTER 280 YEARS AGO.

From Thomas's Elementary History. Copyright, 1900, by D. C. Heath & Co.



From "Doris and Her Dog Rodney." (Little, Brown & Co.)

Stories of Famous Songs, by S. J. Adair Fitz Gerald. To many people the lyrics are the best part of any literature—they are the part at least that most people are acquainted with. Hence these two volumes will appeal to a host of readers in all parts of the English-speaking world, for the author has treated of all sorts of songs—English, Irish, Scotch, French, German, American, etc.—that have sung themselves into the hearts of the people. The preparation of the work was no easy task. It is the product of fifteen years of labor in the fields of lyric literature and song lore. These histories, as far as possible accurate, of all the world's most famous and popular songs and ballads, have been gathered from all available sources, books, magazines, and newspapers, and living representatives and friends of deceased writers. Many of the particulars as to origin, authorship, and outcome of several of the ballads and pieces here appear in print for the first time. The tracing of the history of a popular song is often a hard matter. The author has consulted every possible authority, every likely work—biographies, histories, reminiscences, and collections of songs, and has done his best to make the information accurate and trustworthy. The books have many fine illustrations. (J. B. Lippincott Company, Philadelphia.)

We have read *The Case and Exceptions*, by Frederick Trevor Hill, with unusual interest because the field is a new one. There is an air of reality about each of the twelve "cases" that enchains the reader's attention, and causes him to read on to see what disposition is made of it. The author has carefully studied the technicalities of court procedure and thus is able to move his figures with accuracy. The court, the judge, the lawyers, the jury, are familiar to him as well as the legal phraseology. The book presents the human interests that are found in court-rooms with fidelity and power. (Frederick A. Stokes Company.)

Three new volumes have been issued in the Thumb-nail series, elegant little books containing brief classical works and gems of thought. These are *Motifs*, by E. Scott O'Connor, with an introduction by Agnes Repplier; *Rab and his Friends and Other Dogs*, with an introduction by Andrew Lang, and *Selections from the Meditations of Epictetus*. These books are two and

three-fourths by five inches in size, are printed in large, beautiful type, and have gilt edges and elaborately embossed leather binding. (The Century Company, New York.)

In these editions of the English classics the introduction is, after the text, the most important feature. The burden of proof is always against an introduction; it is sure to go unstudied unless it is very attractive. The introduction to Pope's *Essay on Man*, and *Essay on Criticism*, edited by Joseph B. Seabury in the Silver series of English classics appears to be bright and entertaining enough to attract every reader. In this respect the book is certainly very successful. The notes, too, are judicious and suggestive. (Silver, Burdett & Company.)



From "Goops." Frederick A. Stokes Company.

Historical Memoirs of the Emperor Alexander I. and the Court of Russia, by the Countess Choiseul-Gouffier, translated from the original French by Mary Berenice Patterson. The author of this work was, when she first met Alexander I., a young, accomplished, and wealthy Polish aristocrat. Her original dislike for the czar was soon changed to warm and loyal friendship. In this book written in the style tho not in the form of a journal, we see Alexander defeating Napoleon by strategy, as Peter the Great defeated Charles XII.; we follow the French army in its ambitious advance and disastrous retreat, and are present at the brilliant festivities that in Paris and Vienna marked the first and second restoration of Louis XVIII. The book is filled with gossip of the court and camp, is tuneful with the music of the ballroom, and abounds in anecdotes and racy conversation of men of note. The fascinating pages of the young countess are French in their enthusiasm, Russian in their color, and Polish in their patriotism. (A. C. McClurg & Company, Chicago. Illustrated, gilt top, deckel edges, \$1.50.)

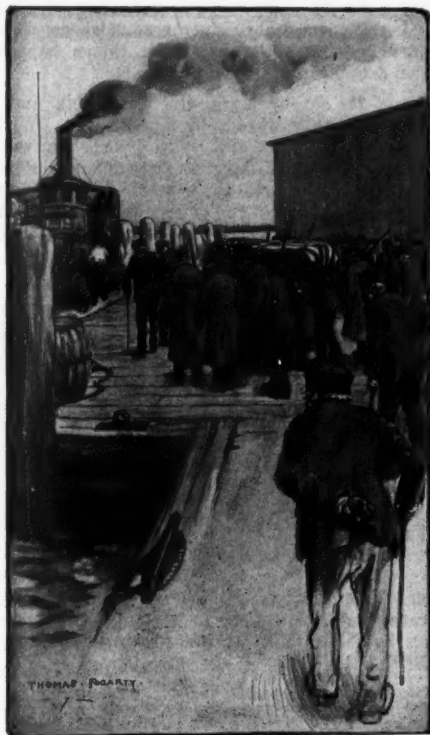


PATRICK HENRY ADDRESSING THE VIRGINIA ASSEMBLY.

After the painting by A. Chappel.

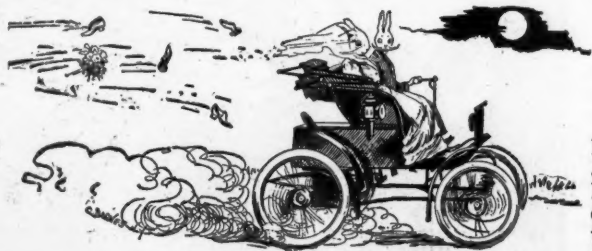
From Thomas's Elementary History. Copyright, 1900, by D. C. Heath & Co.

A number of little volumes of uniform style and binding will be in great demand during the holiday season. One of these is *Conundrums*, by Dean Rivers. It contains one thousand of the best conundrums, gathered from every conceivable source, and comprising many that are entirely new and original. Another one on *Golf*, by Horace Hutchinson, gives a complete



"THE SHAMBLING OLD FELLOWS WERE PROCEEDING VERY SLOWLY."
From "Toomey and Others." (Charles Scribner's Sons)

history of the game, together with directions for selecting implements, the rules, and a glossary of golf terms. *Things Worth Knowing*, by John H. Bechtel, is a treasury of useful information answering thousands of questions that are constantly arising, and adapting itself to the needs of men and women in every walk of life. *Plutarch's Lives*, edited, with introduction and notes by Edward S. Ellis, A. M., gives brief and accurate accounts of the lives of famous Greeks and Romans. *A Classical Dictionary*, also edited by Edward S. Ellis, contains brief and accurate accounts of the proper names mentioned in classical literature. (The Penn Publishing Company, Philadelphia.)



DEPARTURE OF THE HAPPY COUPLE BY MOONLIGHT.
From "More Bunny Stories." (Frederick A. Stokes Company.)

Elizabeth Barrett Browning's Complete Works have just been issued in a style that will delight the hearts of her many admirers on both sides of the water. The poems are edited by Charlotte Porter and Helen A. Clarke, editors of Camberwell edition of Robert Browning, which has been received by scholars and the general public with such marked favor, and which this new edition of Mrs. Browning is designed to accompany. It has been edited upon substantially the same plan, with like care, skill and taste, and will be the first fully annotated, complete edition of Mrs. Browning. Such a work has been desired and actually needed, Mrs. Browning's wide book knowledge and subtlety of allusion making her less difficult but richly suggestive verse repay intelligent annotation almost as much as her

husband's. Her many poems bearing upon Italian history, in particular, are the more enjoyable for the illumination of the notes never before supplied. It has been the aim of both publishers and editors to leave nothing undone to make this the best edition thus far published. The text is complete, and contains the rare juvenile and scattered poems not included in her later work by Mrs. Browning, and usually not found in collected editions. It includes her prose essays upon the poets, her translations from the Greek, and, also, gives the rare "Psyche Apocrypte" sketch and the Tennyson and Carlyle appreciations not appearing in any other edition. (T. Y. Crowell & Company, New York. 6 vols., 18mo., cloth, gilt top, in cloth box; per set, \$4.50. Sold only in sets.)

The Weird Orient is the peculiarly appropriate title of a volume of stories by Henry Iliowizi, a Jewish writer who wields a powerful and picturesque pen. Rabbi Iliowizi is a Hebrew of pure lineage, born in Russia and educated in Germany and now following his sacred calling in the United States. He has visited many lands and knows the East as few men do. In the series of Eastern tales, comprising the present book, the author has not only the special advantage of a lengthened residence among Eastern peoples, but he is himself of an Oriental race, of a heredity highly tinged by the tenets of one of its most mystical sects, and personally of a strongly Semitic type of mind. The mysticism of the mountain and the desert, with which this book is strongly tinged, is very attractive to the Western mind. (Henry T. Coates & Company, Philadelphia.)



From "The Substitute Quarterback." (Dana Estes & Company.)

In the Pale; stories and legends of the Russian Jews, by Henry Iliowizi, is a volume of folk-lore current in Russian Jewry. The pale is one of the deep, ineffaceable disgraces of Russia. It is a zone in which the Jews must stay, with every educational and social avenue closed, every law devised against them; with a hundred restrictions and as many abuses to exasperate them; with youth and age withering by inches for want of a crust of bread, and even pure air; with no hope and no pity. What wonder that they sometimes become physically and morally crippled! Yet we often have examples of love, devotion, and heroism worthy of the happier days of the race. Some of these bright features of the Russian Ghetto are presented in these tales. (Henry T. Coates & Company, Philadelphia.)

Marr'd in Making, by Baroness von Hutten, is an exceedingly bright story with plenty of the personal element in it. It surpasses anything the talented author has yet done, in human interest, daring, and strength. The unusual feature of the story is that Beth, the principal woman character is perfectly frank and merciless in her criticism of herself, and hence the hidden springs of an unusually rich nature are laid before the reader. (J. B. Lippincott Company, Philadelphia. Price, \$1.25.)



From "With Eolus in South Africa." (Charles Scribner's Sons.)

The Cruise of the Pretty Polly, by W. Clark Russell. If ever an author could make a story smell of the salt sea air it is this one. The *Pretty Polly* was as staunch and well behaved a ship of its kind as ever sailed the seas and several members of her crew had marked individualities, which are impressed on the reader's mind by the author's skilful treatment of the story. The tale is told in a bright, picturesque way, and contains many notable incidents, including sea fights. There are twelve illustrations by G. E. Robertson. (J. B. Lippincott Company, Philadelphia. Price, \$1.50.)

Afield and Afloat, by Frank R. Stockton. The peculiar genius of this author is shown in this book as well as in any book of stories he has ever written. Impossible situations are, as ever, the centers about which plays Stockton's delicious humor. There is not only the same humor, but the same sly hits at some of the commonest human foibles and the same absurdity in the plots and incidents. The young and those who are young in their feelings will find delight in this book. (Charles Scribner's Sons, New York.)

Ray's Daughter, by General Charles King, a story of Manila. Most of our readers already know this author under the name of Captain King, but time has worked changes for him. For his service in the Philippines he won the star of a brigadier-general. It also gave him an experience that all who knew him were certain would give birth to some delightful fiction. The author's success is due not only to his correct handling of the plot and character, but to his personal knowledge enabling him to impart a vividness to the narrative. The Miss Ray, who figures in the story, is a typical American girl transported to another clime. (J. B. Lippincott Company, Philadelphia. Price, \$1.25.)

Ednah and Her Brothers, by Eliza Orne White. The author has told the story of a bright little New England girl and her three interesting brothers in such a way as to engage the attention of the young folks. Home amusements furnish the greater part of the material for the story, but a visit to New York gives a pleasing diversion. The book is well illustrated. (Houghton, Mifflin & Company, Boston. Price, \$1.00.)

Tongues of Conscience, by Robert Hichens. In this book are five stories dealing with soul problems and containing incidents of a tragic character. An artist is drawn into madness by thinking of a child he is supposed to have ruined to satisfy his artistic purpose; a woman miser is converted to leaving her money to charity thru finding herself haunted by the memory of a man driven to suicide by her refusal to give him food,

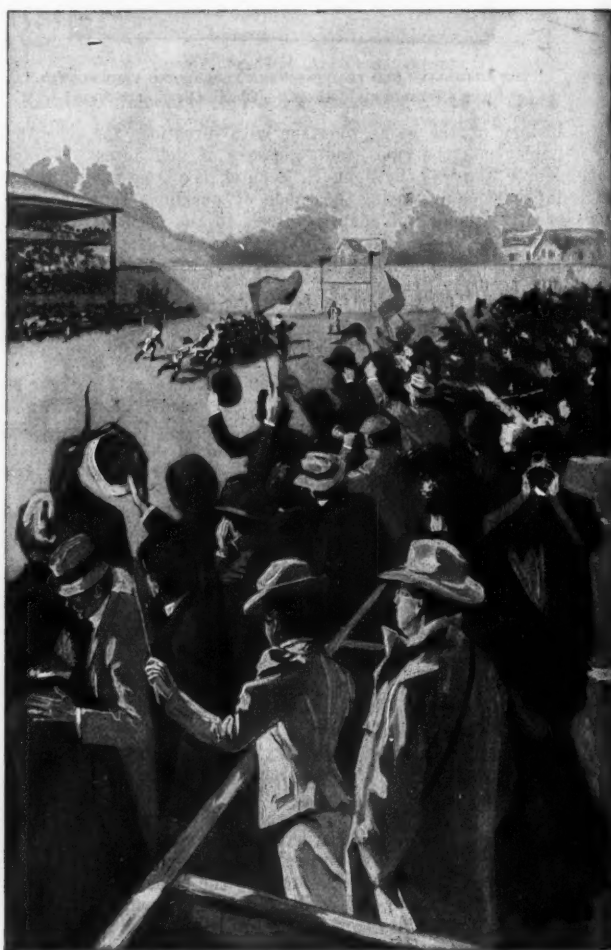
and so on. These pictures of human anguish are well drawn, (Frederick A. Stokes Company, New York.)

The Christmas Angel, written and illustrated by Katharine Pyle. The author in this book takes the young reader on an excursion into a wonderful country where all the toys are alive. The little heroine of the story finds a door in a tree, and opening it with a tiny key, discovers that it leads to "Toy Land." In this country her gingerbread doll becomes alive, the toy roosters crow, and other wonderful things happen. (Little, Brown & Company. Price, \$1.50.)

Urchins of the Sea, by Marie Overton Corbin and Charles Buxton Going, with drawings by F. I. Bennett. With rhyme and picture the author and artist have been told of the strange doings of the fishes and imaginary urchins in the sea. The idea is quite an original one and is worked out in detail with great skill. This is one of the children's art books of the year that will be in great demand. (Longmans, Green & Company, New York.)

The Golliwogg's Polar Adventures, by Florence K. Upton; verses by Bertha Upton. This book is a continuation of the Golliwogg series by the same authors and contains the same wealth of delightful nonsense as the other books. The Golliwogg has encounters with polar bears, seals, and other inhabitants of the north, all of which are told in well written verse accompanied by striking drawings. (Longmans, Green & Company, New York.)

The Pilgrim Shore, with many little picturings, authentic and fanciful, by Edmund H. Garrett. This book does for the south shore what his charming volume "Romance and Reality of the Puritan Coast," did for the north shore of New England. His descriptions and illustrations begin at Dorchester and picture and treat of the whole Massachusetts coast as far as Plymouth. The book has a colored frontispiece, numerous full-page plates, and illustrations in the text from pen-and-ink drawings by the author. (Little, Brown & Company, Boston. Price, \$2.00.)



The charging players.

From "For the Honor of the School." (D. Appleton & Company.)

The Ancient Mariner and Other Poems in the series of Twentieth Century Text-Books has been edited by Pelham Edgar, Ph.D., associate professor of French in the University of Toronto. It is illustrated with Allston's beautiful portrait of Coleridge and contains an ably written biographical sketch of sixty-six pages, the text of the *Ancient Mariner*, followed by twenty-four pages of notes, and the text of several other poems. It is an edition which is admirably adapted to high school use where something like an exclusive study of the poem is a possibility. (D. Appleton & Company, New York.)



From "The Girl and the Guardsman." (Charles Scribner's Sons.)

Russia and the Russians, by Edmund Noble, is a work in which the author treats in broad outline the life and history of this most interesting people. Our ideas of the Russians have been liable to be distorted and wrong; this book enables us to correct them. Among the subjects considered are the foundation of the empire, the origin of the aristocracy, the impetus given to national life by Peter the Great, the partial Europeanization that followed, the various revolutionary movements, the material and territorial expansion, and the language and literature. In speaking of the future of Russia, he says that political changes will be slow because the aristocracy is strongly upheld by the ignorant and unprogressive classes. However, the measures for encouraging industry and diffusing education originating in the present reign will gradually but surely bring about improvement in the social and political condition of the people. (Houghton, Mifflin & Company, Boston. Price, \$1.50.)

The Cobbler of Nîmes, by M. Imlay Taylor. This is a story reciting the struggles of the Huguenots of Languedoc for the religious liberty denied them by Louis XIV. The hero is a Huguenot, whose family have been ruined and slain, and the heroine is in sympathy with him, tho seeming to conform to the old order of things. The hunchback cobbler, whose trade allows him to go everywhere, uses all his influence and finally gives his life for the persecuted ones. The priest, Pere Ambroise, also aids in their escape. Amid scenes of fanatical cruelty, they show how human nature will rise above environment and assert itself. (A. C. McClurg & Company. Price, \$1.25.)

Consequences, by Egerton Castle, shows what ills a man brought on himself and others by his own acts, beginning with his determination to enjoy a life of liberty and ending with his attempts to insure happiness to his son. From this course followed misery and futile efforts to undo the past. (Frederick A. Stokes Company, New York.)

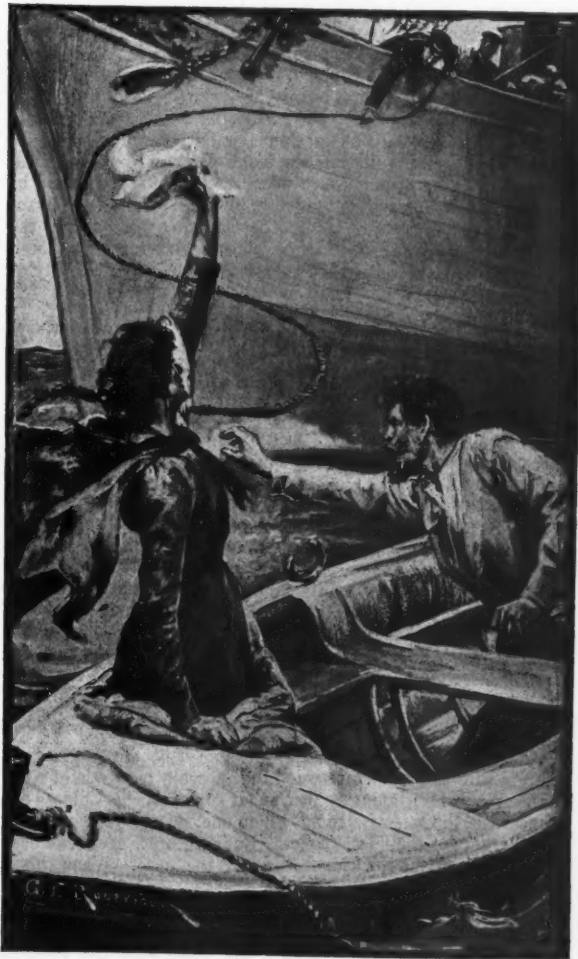
The Old Gentleman of the Black Stock, by Thomas Nelson Page. In this tale Mr. Page has given one of those pictures of Virginia life he knows so well how to paint. The story will need no introduction to those who are acquainted with his delightful "Marse Chan" and "Meh Lady." It is particularly fortunate in having such an illustrator as Howard C. Christy, who has contributed a series of drawings in color. He is particularly successful in representing old Virginia architecture. In both an artistic and a literary way the book is one of the best

of the season. (Charles Scribner's Sons, New York. Price, \$1.50.)

The Pickwick Papers, by Charles Dickens, have been issued in tasteful style in the new Century Library, the volumes of which are beautifully made and of handy size. They are printed on the thinnest paper in the world; yet it is perfectly opaque and very strong. The type is long primer and the printing is clear, so that reading is a delight. The size is $6\frac{1}{2} \times 4\frac{1}{4}$ inches, small enough for the pocket, and the books are very light. Lovers of good literature will be delighted to see Dickens' masterpiece in this attractive shape and will be pleased to learn that Thackeray's "Vanity Fair" will be issued in the same series. (Thomas Nelson & Sons, New York. Cloth gilt top, \$1.00.)

The Real David Harum, by Arthur T. Vance, illustrated with eleven full-page half-tones. It is seldom that a writer paints a character from real life so distinctly that we can point to an individual and say with certainty, "This is the original." But it is so in the case of David Harum. His real name was David Hannum and his residence not "Homeville," but Homer, N. Y. The real David was the irrepressible horse-trader and purveyor of witty sayings that we find in the book. He is almost as interesting as the character in the fiction, a thing that can rarely be said of persons drawn from real life. (The Baker & Taylor Company, New York.)

In the Midst of Alarms, by Robert Barr. The author takes us back to the days of the Fenian inroad into Canada in 1866 and introduces us to Dick Yates, of the New York *Argus* and Prof. Stillson Renmark, of the University College of Toronto. They go to the Dominion to camp out and come across Margaret Howard and Kitty Bartlett. The professor falls in love with Margaret while showing her how to make a card catalog for the village library. One of the characters is Hiram Bartlett, a type of the American-hating Canadian. Many amusing incidents are woven into the story. (Frederick A. Stokes Company, New York.)



A woman with wild hair looked up with piteous black eyes

From "The Cruise of the Pretty Polly," (J.B. Lippincott's Company.)



From "The Grey Fairy-Book." (Longmans, Green & Company)

Short Story Writing, by Charles Raymond Barrett, Ph. B. Every age has a form of literature peculiarly its own. At one time it is the epic, at another the poetical romance, at a third the drama, at a fourth the two-volume novel. It does not exclude other forms of literature, but it is the one that best suits the spirit of the age. In this rushing age, we have not time to spend on the two-volume romance; the short story better suits the time. Since Irving, Hawthorne, and Poe, those pioneers in this line, wrote, there have been a host of short story writers, among the best being Stevenson, Stockton, Kipling, Doyle, Miss Wilkins, Cable, and others. The author of this volume, after a study of the work of these literary craftsmen deduces the principles on which the short story should be written. He tells about the title, plot, use of facts, characters, method, style, and many other things about which the young writer would like to know. The book is a boon to those who wish to learn their art thoroughly. (The Baker & Taylor Company, New York. 12mo., cloth, \$1.00.)

Josey and the Chipmunk, by Sydney Reid. The adventures of Josey in Animal Land introduce us to a delightful world, in which giants and fairies, monkeys and elephants, birds (including ostriches) and bears and lions, to say nothing of Josey's traveling companion, the chipmunk, live and move and have their being as naturally as children in the nursery. In speech they resemble human beings, and they reason much like other folks. One of the best scenes in the book describes the drilling of a very unwarlike herd of deer, whose legs invariably got frightened and ran away with the courageous bodies above them. And there is a moral, if one has time to hunt for it, in the story of the sultan's subject who was deservedly punished for telling his untraveled master of such impossible sights as one may see any day in a great city in the western world. The author of *Josey and the Chipmunk* has been as happy in the collaboration of Miss Fanny Cory as was Lewis Carroll in having Tenniel as the illustrator of the Alice books. The cover design is by the same artist. (The Century Company, New York. Price, \$1.50.)

The Real Chinese Question, by Chester Holcombe, a book that is sure to find an interested and appreciative circle of readers. We are beginning to learn that so far as the Chinese are concerned, the wrongs are not all on one side, notwithstanding the murders of the missionaries. But heretofore there has been no one to present the Chinese side of the case. When this is understood, it will be better for the Chinese, better for the foreign nations directly concerned, and better for the world. The author seeks to set the Chinese right in the eyes of foreign people; he is fair and impartial. He deals with the peculiar character and conditions which have produced the present uprising. (Dodd, Mead & Company, New York. Price, \$1.50.)

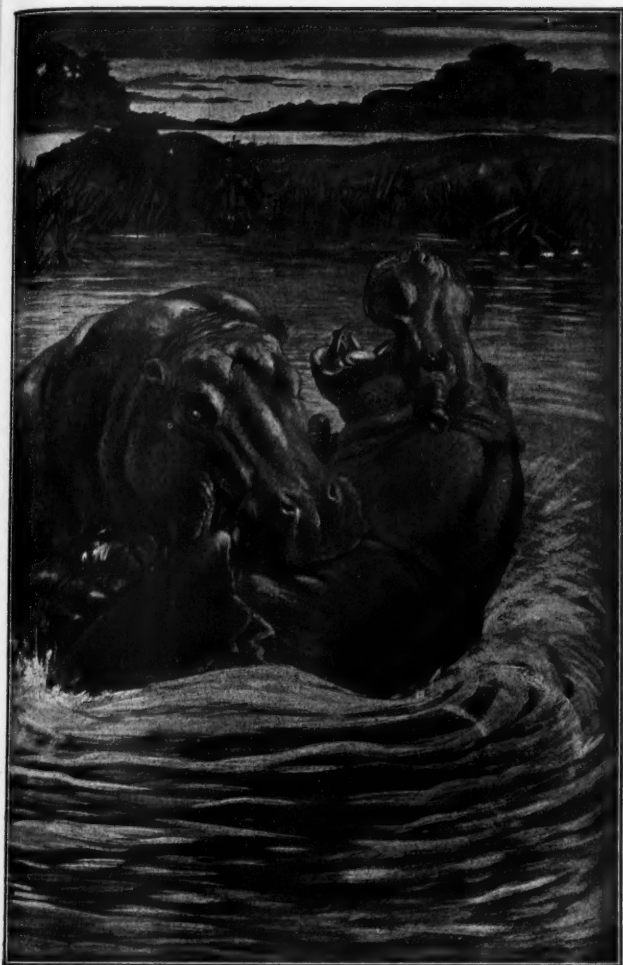
A Child of Glee and How She Saved the Queen, by A. G. Plympton. The author of this story is one of the most popular writers for children. In this book will be found as charming a tale as "Dear Daughter Dorothy," so well known and liked among the young people. It deals with the adventures of a little girl from Biddeford, Maine, who is traveling in Europe with her father, and is about to witness the crowning of a child queen at the kingdom of Averill. Little Marjorie's father is made prisoner of state and the child becomes the playmate of the little queen and has many remarkable adventures. A good deal of history is interwoven with the narrative. (Little, Brown & Company. (Price, \$1.50.)

Dames and Daughters of Colonial Days is an attractive book by Geraldine Brooks that will serve a higher purpose than mere pleasure; it is a valuable contribution to American literature. From Anne Hutchinson, first of American club women, to Mistress Sally Wister, most charming of Colonial diarists, the ten women selected as typical dames and daughters admirably portray the phases of life which marked the progress of our colonial era. The dames and daughters who are given place in her attractive volume are: Anne Hutchinson, of the Bay Colony; Madame La Tour, of Acadia; Margaret Brent, of Maryland; Madame Sarah Knight of Massachusetts and Connecticut; Eliza Lucas, of the Carolinas; Martha Washington, of Virginia; Abigail Adams, of Massachusetts; Betsy Schuyler, of New York, and Deborah Norris and Sally Wister, of Pennsylvania. All sections of the colonies and all phases of colonial life are thus represented. The book shows deep study, conscientious research, and an admirable method of presentation. (T. Y. Crowell & Company, N. Y. 8vo., cloth, illustrated, \$1.50.)

A novel of nearly 400 pages entitled *That Mainwaring Affair*, written by A. Maynard Barbour, possesses features that will attract those who like a remarkable story remarkably well told. A mystery begins it, and a mystery accompanies the development and is only cleared up at the very end. The reader, it is true, sees how the thing is, and why it is, and wonders why the others are so blind. It is the high art of the story-teller to weave webs like these. The great thing, exemplified in this book, and in life, too, is the tendency of things to clarify. The good writer bears these principles in mind. (J. B. Lippincott Company. Price, \$1.50.)



THE YOUNG DOCTOR WHO HELPS.
From "Ednah and Her Brothers." (Houghton, Mifflin & Company.)



"THEN ENSUED A TERRIBLE FIGHT."

From "The World of the Great Forest." (Charles Scribner's Sons)

A beginner's reading book of which the text is devoted to child-life, games, nature study, patriotism, morals, folk-lore, and famous tales, all written in good literary style, has in it subject-matter which ought at the start to go far toward making a successful book. Add to good subject matter an original arrangement embodying all the best features of the phonetic, the synthetic, the word and the sentence methods, and you get a compilation that is likely to be a leading text-book. Such a work is *Book One of the New Education Readers*, prepared by A. J. Demarest and William M. Van Sickle. The first of the series comes up to a very high standard. Perhaps its greatest excellence is its singleness and definiteness of aim. The authors have not left things to be understood. Their directions to teachers are comprehensive and authoritative;



LESSONS NOT LEARNED FROM BOOKS.

From "More Bunny Stories." (Frederick A. Stokes Company.)

even a weak teacher, if she is willing to study and follow them, ought to be able to get good results. The lessons follow one another very logically and are of entertaining content. The authors lay a great deal of emphasis upon the use of perception cards. There are no diacritical marks, the words being presented in the form in which they occur in any paper or book. (The American Book Company, New York.)

There is a tremendous interest in athletics in these days and Ralph Henry Barbour has availed himself of it to write *For the Honor of the School*, a volume in which athletic contests form a conspicuous part. It portrays with fidelity the feelings which possess youth at school or college, full of health and strength, eager to join battle with others. The story is told with an actuality that sweeps the reader along almost as though a real looker-on. Incidentally, the author nobly tries to discourage the tricks that are so common in athletic contests, and to plead for the purity of motive that should mark them. It is a book that will be highly prized by students. (D. Appleton & Company.)

Reuben James, a Hero of the Forecastle, by Cyrus Townsend Brady. It is well at times to turn from the heroes of rank, whose names are so often sounded, to the plain seamen, as the author has done in this volume of the Young Heroes of the Navy series. It does not detract from the interest of the story to know that Reuben James was but a common sailor; a common sailor he was born, a common sailor he remained, a common sailor he died. He never learned to write his own name; he had all the faults and failings of his class and many of its virtues as well. But he bore his part worthily in some famous scenes at the beginning of our national history, the narrative of which is well told in these pages. The book has a number of illustrations, including two maps. (D. Appleton & Company, New York.)



From "Animals of Aesop." (Dana Estes & Company.)

Good Manners a Passport to Success, by Orison Swett Marden. Mr. Marden believes that good manners are essential to the highest success of either a man or a woman; he goes further; he tells many capital stories to show how good manners are essential even for merely pecuniary success. He does not preach; in a friendly and genial spirit and with enthusiasm he convinces the young that a practical working out of the "Golden Rule" "pays." (Thomas Y. Crowell & Company, New York. Price, \$0.35.)

The Black Gown, by Ruth Hall. In this story, the historical setting is the early colonial period. We are taken to the picturesque Albany of one hundred and fifty years ago and live for a time among Dutch colonists, Indians, and others that played their part in this town in the wilderness. The trouble between the French and the colonists are well described, and an attractive romance is interwoven with these events. The heroine is Eve Verbeck, with whom Cecil Loveland of the garrison becomes enamored. There is a rival, however, Cornelis Neal. He arranges for the escape of a Jesuit priest, from whose black garb the title of the story is derived. What finally befell the characters of the story, we leave the reader to discover. The romance is well written, and a most enjoyable addition to the fiction of the season. (Houghton, Mifflin & Company, Boston. Price, \$1.50.)



"THEN SPRANG, LIKE IRIS FROM THE CLOUDS, A SMILING HERE."
From "The Weird Orient," (H. T. Coates & Company.)

Helps for Ambitious Girls, by William Drysdale. The author aims to perform the same service for girls that he performed for the other sex by his "Helps for Ambitious Boys." Girls with ambition to succeed are not only told what to do, but are shown how to do it. This information is given in an attractive way—there is not a dull page in the book. After treating of the questions of the girl's health, her education, her dress and demeanor, and her work in the household, he takes up successively the training and prospects of the teacher, the trained nurse, the woman lawyer, physician and her preacher, the musician, the artist, the writer, the newspaper woman, the dentist, the politician, the stenographer and typewriter, the milliner, farmer and flower grower, the dressmaker, the domestic worker, the photographer, the business woman, and the telegraph operator. In each of these employments the drawbacks are pointed out as well as the inducements. (Thomas Y. Crowell & Company, New York. Price, \$1.50.)

We have been more than usually pleased to find that Kate Upson Clark's pen has not lost its cunning by a perusal of *White Butterflies*, and twelve other sketches. There is a simplicity and beauty in her style that puts one at ease at once in reading. These stories present American ideas, thoughts, and fancies. They are the product of one who has observed human nature with great care. Her style and choice of words makes her a true member of the literary guild. She writes and leaves an impression that it is well to do well, and that is enough of an end for any author. (J. F. Taylor & Company. Price, \$1.25.)

The Art of Breathing, is a book by Mr. Leo Kofler, organist and choirmaster of St. Paul's Chapel, Trinity Parish, New York. Mr. Kofler is one of the ablest instructors in singing in the United States. His book is designed especially for the use of singers, readers, lecturers, and actors. Parts of it are technical in character but other parts are of so general usefulness that the book would certainly be valuable in the library of every teacher in the land. Most of us breathe badly,—eat badly, walk badly, and all these defects militate against us in life. The exercises in breathing-gymnastics given in Mr. Kofler's book will, if followed out, go far to give the person whose speaking and singing voice has never been trained at least a respectable lecture-

room presence. (The Edgar S. Werner Publishing and Supply Company, New York).

Scouting for Washington, a story of the days of Sumter and Tarleton, by John Preston True. The boys and girls never get tired of reading of those exciting days when Washington and his compatriots were fighting for liberty. This story mingles history with romance, including many tragic and funny scenes, in a way to suit the youthful American. It is full of dash, and the interest steadily increases toward the end. A great stimulus to the study of history will result from its reading. (Little, Brown & Company. Price, \$1.50.)

Brenda, Her School and Her Club, by Helen Leah Reed. This book tells of school-girl life and the doings of the "Four Club," of which some of the girls in the story are members. There is also a description of a Harvard football game, and of a bazar organized by Dora and her friends. Incidentally are given, some valuable historical information about old Boston and its landmarks. (Little, Brown & Company, Boston. Price, \$1.50.)

Phebe: Her Profession—a sequel to "Teddy: Her Book," by Anna Chapman Ray. Miss Ray's readers have a chance in this new book to renew their acquaintance with the favorite characters in the popular "Teddy; Her Book." Among these are Teddy, Babe, and Billy. Some new personages are introduced that will probably become as popular as those with whom the readers are already acquainted. The author is thoroly in sympathy with girl and boy life. The book has several illustrations. (Little, Brown & Company, Boston. Price, \$1.50.)

A Little American Girl in India, by Harriet A. Cheever, with illustrations by H. C. Ireland. The author has written a fascinating story for children and along with it has given a great deal of valuable information about India. Among other things she describes the great Indian city of Bombay. The children make the long voyage from India to England and thence to America. (Little, Brown & Company, Boston. Price, \$1.50.)

The House Behind the Cedars is a novel in the best vein of Mr. Charles W. Chestnutt who has become a favorite writer. The scene is laid at the South just after the Civil war, and the characters and the dialect are in keeping with the spot chosen for the dramatic incidents portrayed. (Houghton, Mifflin & Company, New York. Price, \$1.50.)



CELIA THAXTER.
From "Helps for Ambitious Girls." (T. Y. Crowell & Company.)



From "THE HEART OF THE ANCIENT WOOD."

Copyright, 1900, by Silver, Burdett & Company.

North Carolina Sketches, by Mary Nelson Carter, describes scenes at the time of the Civil war in a very life-like manner, and portrays also scenes of peace; it is a collection of disconnected writings. There is a beauty about some of them that marks one who is in close touch with nature. Nothing could be prettier than "Maria's Garden," homely as the whole picture is, but it is "natural;" of such things real life is made up. Each of the seventeen sketches contains a special flavor and one may breathe the very air of the country by reading them. (A. C. McClurg & Company. Price, \$1.00.)

The Young and Old Puritans of Hatfield, by Mary P. Wells Smith. In this, the fourth and concluding volume of the Young Puritan series, treating of the early history and colonization of New England, the author gives the true story of the seventeen captives carried away from Hatfield by the Indians September 19, 1677, the year after King Philip's war, and their rescue. It is one of the most thrilling stories in American history. (Little, Brown & Company, Boston. Price, \$1.25.)

Battling for Atlanta, by Byron A. Dunn. This is a new volume of the Young Kentuckians series. In the other books the young hero is followed thru the battle of Fort Donelson, the siege of Corinth, and the battles of Stone River, Perryville, Chickamauga, Lookout, and Missionary Ridge. The present one gives the details of the brilliant campaign in which the Union forces under Gen. Sherman encountered the Confederate forces, commanded at first by Gen. Joseph E. Johnston, and later by Gen. Hood. Fred Shackelford, the hero of the series, has now grown to be a young man of twenty-one and, fitly enough, an affair of the heart in which a charming daughter of the Confederacy is the party of the second part, cuts a considerable figure in the story. The book is bright, wholesome, and interesting. (A. C. McClurg & Company, Chicago. Price, \$1.25.)

A very improbable story is *The Bennett Twins*, by Miss Grace Marguerite Hurd, yet so cleverly planned and told that it is likely to remain for a long time a favorite with young people. The twins came to New York from a New England town against the wish of their guardians,—Donald to study art, Agnes to give musical recitals. They try light housekeeping in a rickety old studio building which contains the art school at which

Donald registered—evidently Mr. Chase's. They are several times dangerously near starvation, but either a check comes from the editor of the *Planet* or Donald dresses up as an Italian and sells hot cakes made by his sister and thus averts a catastrophe. At the end of the year the twins go back to their uncle and aunt victorious or vanquished, it is hard to tell which. There is a fund of innocent amusement in the story that is rather suggestive of Miss Alcott. The pranks of art students are described understandingly and the peculiarities of two wealthy New York women are drawn with a firm, tho not loving, hand. The book is very good in moral tone. (The Macmillan Company, New York.)

The accompanying illustration (see page 540) is from a new book to be published December 15, by Milton Bradley Company, of Springfield, Mass.

Mother Stories is a volume of exquisite stories by Maud Lindsay, and the illustrations, seventeen in number, are by Sarah Noble-Ives. The stories are based on mottoes from Froebel's *Mother-Plays* and are very highly recommended by competent judges.

Mothers and others who have the care of young children are not so much in want of more stories as of good stories, and the contents of this book will come well within the latter definition. The book is gotten up with excellent taste and sells for \$1.00 retail.

The device generally used by writers of animal stories to give their narratives a human interest is to attribute human traits to the wild creatures. This is what Mr. Kipling did in his *Jungle Book* and what Mr. Ernest Seton-Thompson is doing in his stories. Here, however, is a fascinating book in which the "human interest" idea is not uppermost. In *Wilderness Ways* Mr. William J. Long has attempted to portray animal life as he has found it, with its small measure of gentleness and its large measure of savagery. He does not believe that an indiscriminate love for all animals is the best sentiment to cultivate toward creation, lest sentiment degenerate into mere sentimentality. The stories told in the little volume are redolent with the odor of the New Brunswick spruce. They will exercise hypnotic suggestion upon most readers, who are likely to find themselves planning to spend their next vacations in the wild northern woods where elusive megalop, the wandering caribou brouses on the balsam. (Ginn & Company, Boston.)

Natural Health Exercises, a complete system for home use. In this book are given thirty-six sets of bodily movements, with twenty-four beautiful full-page half-tone illustrations by Sarony. No apparatus is required, and therefore the exercises may be practiced almost anywhere and by anybody. If people would follow the directions here given they would be healthier and happier and every way better fitted for performing their work. (The Natural Health Exercise Company, 503 Fifth avenue, New York.)

JOHN QUINCY ADAMS WAS BORN HERE.
From "The Pilgrim Shore." (Little, Brown & Company.)



CLAYMONT, THE HOME OF FRANK B. STOCKTON.
From "Literary Rambles." (J. B. Lippincott Company.)

Ballads of American Bravery, such as those collected by Clinton Scollard will never fail of a warm welcome while American patriotism lasts. Saluting the flag is fine and gives the young people patriotic sentiments, but from these ballads they obtain something definite and tangible. From "Paul Revere's Ride" to "The Charge at Santiago," there has been no lack of themes for ballads of bravery. The men of the Revolution have the place of honor at the beginning of the volume and then, in order, come the incidents of our successive wars as they have been told in ballads. "A Ballad of Manila Bay," "The Men of the Merrimac," "Spain's Last Armada," and the "Ballad of Paco Town," are among the good things in the volume. A good proportion of the sixty-seven selections are devoted to the heroes of peace—the fireman, the engineer, and the riders who carried warning of the floods at Williamsburg and Johnstown. The notes contain a short biographical notice of each author, with explanations of historical and local reference and of the event which the poem describes. They are adequate and concise, and add materially to the interest of the book. (Silver, Burdett & Company. 12mo., cloth, 50 cents.)

The first edition *Report of the Educational Commission of the City of Chicago*, which was printed in December, 1898, and distributed gratis by Mayor Carter H. Harrison, was speedily exhausted and as no appropriation could be secured for the printing of another edition, the University of Chicago has taken the matter up and published a second edition which is now put on sale on the same basis with the other regular publications of the university. This report is one of the most important of recent contributions to the science of urban education. It deals in a clear, dignified manner with all the problems of the management of a great city system of schools. All the reforms recently inaugurated by the Chicago board of education are known to be based upon the recommendations of this commission. It is not too much to say that no collection of educational literature is complete without this book. (The University of Chicago Press, Chicago.)

The Bimbi Stories for Children, by Louise de la Ramee, are tales of the Tyrol and Italy, touched with the spirit of romanticism and full of old-world pathos. The narrative of the peasant lad who hid in the valued old Nuremberg stove which his father sold and traveled with it until he turned up in the palace of a king is very well told. The book is admirably adapted for the reading of children from ten to fourteen years of age. (Ginn & Company.)

The Religion of a Gentleman, by Charles F. Dole, is designed to commend the cardinal subjects of religion to the minds of young men. Religion has too often been made to appear a side issue somewhat apart from the world of life and reality. The time has come when religion, rightly understood, must command the intelligence and loyalty of the young, as the key and secret of the happy life. Civilized men are coming to demand a hearty, positive, reasonable religion, free of controversial dogma. The author has the closest sympathy with the inquiring and scientific spirit of the age. At the same time he shows how profound and straightforward the great main argument

for religion is. The good man is the man at his very best—body, mind, and soul. The chapter on "The Great Renunciation" shows what sacrifice really is, clears the word of its ascetic and irrational associations, and interprets it into bracing and positive terms. (Thomas Y. Crowell & Company, New York. Price, \$1.00.)

Any teacher of college preparatory English who has been bothered with hulking fellows of eighteen unable to spell and profoundly ignorant of the simplest principles of consonant combinations will testify to the need of such a book as *English Words as Spoken and Written*, by James A. Bowen. The author has put together a volume which will not suit schools where "soft" methods of teaching the mother tongue prevail. It contains neither pictures nor nonsense verses.

It has hard phonetic terms such as *digraph*, *surd*, *sonant*, *synonym*. It is withal logically arranged and correct from the standpoint of comparative language. Teachers who are looking for a wishy-washy book will do well to avoid this, but teachers who are anxious to teach their pupils something definite and sound about the logic of English spelling—what little there is—will do well to look into this work.

The smaller book, having the same title as the above, and designed for primary grades, is likewise praiseworthy. (The Globe School Book Company, New York and Chicago.)



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Interesting Notes.

Our Flag.

In January, 1776, Washington began to use an American flag. This was like the British flag, except that the thirteen stripes in the American flag took the place of the solid red of the British. Congress adopted the Stars and Stripes on June 14th, 1777. John Paul Jones was the first to hoist the flag at sea.

A Machine That Digests Food.

In the modern manufacture of paper whole trees are "digested" and made into wood pulp. The machines, or caldrons, used for this purpose are important factors in paper-making. A New York state paper company has just ordered the largest digester ever made. It will be 40 feet high and long, with a diameter of 15 feet, and will be made of 1½-inch steel plate. The digester is to be used in developing a process for weaving cloth from wood pulp. Large chunks of wood, about 30 inches long and 6 inches in diameter, are thrown into the digester and there boiled and treated with an acid. This process lasts for twelve hours and the wood is reduced to a fluid pulp, in which state it easily felts, or mats together, in any desired thickness. This matted pulp is then dried and passed thru rollers that crush the fibers together and make the paper.

New Alloy Looks Like Gold.

A new alloy has been discovered which is said to be a wonderful substitute for gold. It consists of 94 parts of copper to 6 parts of antimony. The copper is melted and the antimony added, together with a little magnesium and carbonate of lime to increase the density. The product can be drawn, wrought, and soldered like the precious metal, to which it bears a striking resemblance when polished. The cost of manufacture is about 24 cents a pound.

The Life-Time of a Nation.

It is evident to every reader of history that nations have what may be called a life-period, at the end of which they decay. Half a century ago a French writer undertook to determine the average duration of national life, and he arrived at the conclusion that it was between 800 and 1,000 years. Recently Dr. D. G. Brinton has taken up this inquiry in a scientific spirit, and after pointing out what may be described as national diseases, based upon lack of prop-

er food, misuse of poisonous substances, misdirection of the mental and physical powers, etc., he concludes that, barring some deadly blow from without, which would correspond with a fatal accident in the case of an individual, there is no reason why a nation might not prolong its existence indefinitely. But to do that it must be constantly wide-awake and on guard against degeneration.

Glass Houses Hold Heat.

"It is strange," said the old professor of physics, "to see how many market gardeners there are who raise under glass, make money out of the process, and yet do not know why their heating frames and their hothouses remain hot inside. Now, as matter of fact, the heat mechanism of a hothouse depends on a well-known proposition in physics. It is part of the wave theory of light and heat. I suppose you are acquainted with the fact that the energy from the sun travels in the form of little waves. The energy does not come down to us in straight lines; it comes to us as it were in a zigzag manner, dancing from side to side as it comes along. If these waves are short, light is the result; if they are a trifle longer they take the form of heat. If the light waves strike anything on the way down they are apt to be made longer or rather they are apt to be turned into heat. Now, the waves which form light are so short that they will readily pass thru glass, but the waves which form heat are so long that they will not pass thru.

"From this, therefore, you may see why a hothouse remains hot. The energy from the sun passes into the house thru the glass roof in the form of light. Then it strikes the objects in the house and is turned to heat. But this heat cannot pass out thru the glass. The heat waves are too long. So the light keeps coming in and the heat keeps accumulating, and soon the hothouses become warm, even in the coldest days in winter. It is possible to store up heat in this way until 212 degrees, the boiling point of water is reached. It has been done. Of course, our dwelling houses are heated by the sun in the same way. The light comes in thru the windows, but the heat cannot pass out."

Light for Dark Places.

Glass prisms are not new but their adaptation to the practical everyday needs of the business man dates back only a few years. The chief element of value lies in the scientifically correct adjustment of the angles of refraction and reflection. The prism glass window, properly placed, will convert rooms naturally dark, or the dark rear portions of rooms, into light and cheerful places. The prisms, of course, do not create light, but they carry, direct, diffuse, or concentrate the light. The rays of light that come down from the great luminary, the sun, fall vertically or at a slant. The prism window bends this vertical or slanting ray into a horizontal one. The light that under the old conditions was absorbed is now, by means of the prism, utilized.

Prism windows, where put in, have materially reduced the cost of artificial lighting and have added considerably to the rental value of the building, office, room, or basement. It is marvelous how they will transform the dark, dingy rear part of a store into a cheery room, needing no artificial light in daytime.

Growth of the English Language.

In some recently published statistics Prof. Longdorf says: The English language is developing more than any other, past or present. While the German contains 80,000 words, the Italian 45,000, the French 30,000, and the Spanish only 20,000, Dr. Murray's English dictionary is expected to contain no fewer than a quarter-million words, more than half of which have come into use during the last half century. A great part of these additions are technical or scientific terms.

Interesting, If True.

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Interesting Notes.

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man specific against seasickness. It is de-
duced from Epstein's investigations on the
influence of color on the blood vessels in
the brain. Seasickness is due to lack of
blood in the brain, while red sends blood
to the brain with a rush. By looking at
one point for some time thru the red
glasses, the patient is cured radically.

Skim-milk Celluloid.

A special report of the agricultural de-
partment tells about a new use to which
skimmed milk is being devoted. By a
process of dessication the casein of the
milk is reduced to a dry state, and it can
then be molded into any desired form, col-
ored, etc., after the manner of celluloid.
The new product can be adapted to the
manufacture of billiard balls, oilcloth,
book-bindings, paper sizing, etc., and
skimmed milk being practically a waste
product in many sections the material
ought to be inexpensive.

Some of the magnificent decorations of
Puvis de Chavannes are reproduced in
color in the Christmas number of *Scrib-
ner's Magazine*. They are accompanied
with an essay by John LaFarge, the emi-
nent art critic and artist.

McClure's Magazine for the coming
year will have some noteworthy features.
Here are a few:

"Kim" a novel of life in India by Rud-
yard Kipling; "Within the Gates," by
Elizabeth Stuart Phelps Ward; "More
Dolly Dialogues," by Anthony Hope; the
"Jimmie Stories," by Robert Barr; "Wall
Street Stories," by Edwin Lefevre.
There will be an abundance of short sto-
ries.

"Seen from the Train."

One of the most remarkable of recent
magazine articles is one by Charles Bar-
nard in *Crane's Magazine* entitled, "Seen
from the Train, Travel as a Fine Art." The
route chosen by Mr. Barnard as illus-
trating the idea he wishes to convey is
that of the New York Central from New
York to Niagara Falls. Mr. Barnard is
a geologist as well as a student of his-
tory and makes most valuable notes on
the rocks and hills on his line of travel.

How to be Beautiful.

"To look beautiful is a duty which the
fair sex owes both to themselves and their
friends," said one of the wise men of mod-
ern times, and with the discoveries of
modern scientists there is no good reason
why they shouldn't perform that duty.
Every one should do all in his or her power
to supplement nature in adorning the per-
son, and while it is true that a fine com-
plexion is not given to all, yet the work of
nature, not always beautiful, may be im-
proved upon in many ways. The many
thousands who have been benefited by Dr.
T. F. Gouraud's Oriental Cream, or Magi-
cal Beautifier, appreciate this, and know
its value as a cosmetic. They know that
a skin that is freckled, tanned, pimpled or
moth-patched can be made like the new-
born babe's. It has been recommended
by physicians for those who will use toilet
preparations, and the Board of Health has
declared it free from all injurious prop-
erties. All druggists and fancy goods stores
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The Mail and Express, New York, Sept.
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until I began taking Hood's Sarsaparilla.
Today I have excellent health." Miss KET-
TIE MCGUIRE, Silver Creek, Ky.

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I could not see to do anything. After tak-
ing two bottles of Hood's Sarsaparilla I
could see to walk around the house and
when I had taken eight bottles I could see
as well as I ever could." SUSIE A. HAIR-
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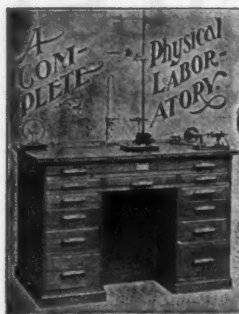
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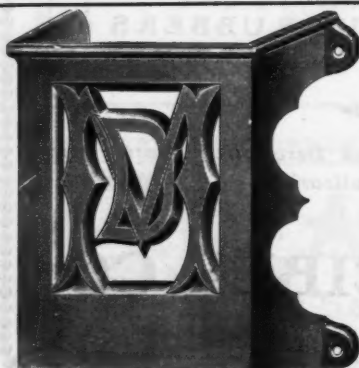
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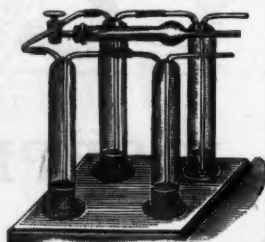
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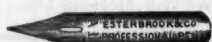
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